DOCUMENT RESUME

ED 054 009 SO 001 143

TITLE	A Teaching Guide and Experience Units K-12. Social Studies. Grade Five.
INSTITUTION	Arapahoe County School District 6, Littleton, Colo.
PUB DATE	1 Apr 70
NOTE	168p.
AVAILABLE FROM	Supervisor of Elementary Social Studies, 6558 South Acoma Street, Littleton, Colorado 80120 ($2.00)
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Adjustment (to Environment), *Area Studies, Citizenship, Concept Teaching, Critical Thinking, *Cultural Education, Curriculum Guides, Democracy, Elementary Grades, Environmental Education, Geographic Regions, Grade 5, *Human Geography, Problem Solving, Sequential Programs, *Social Studies Units, *United States History
IDENTIFIERS	Colorado, *United States

ABSTRACT

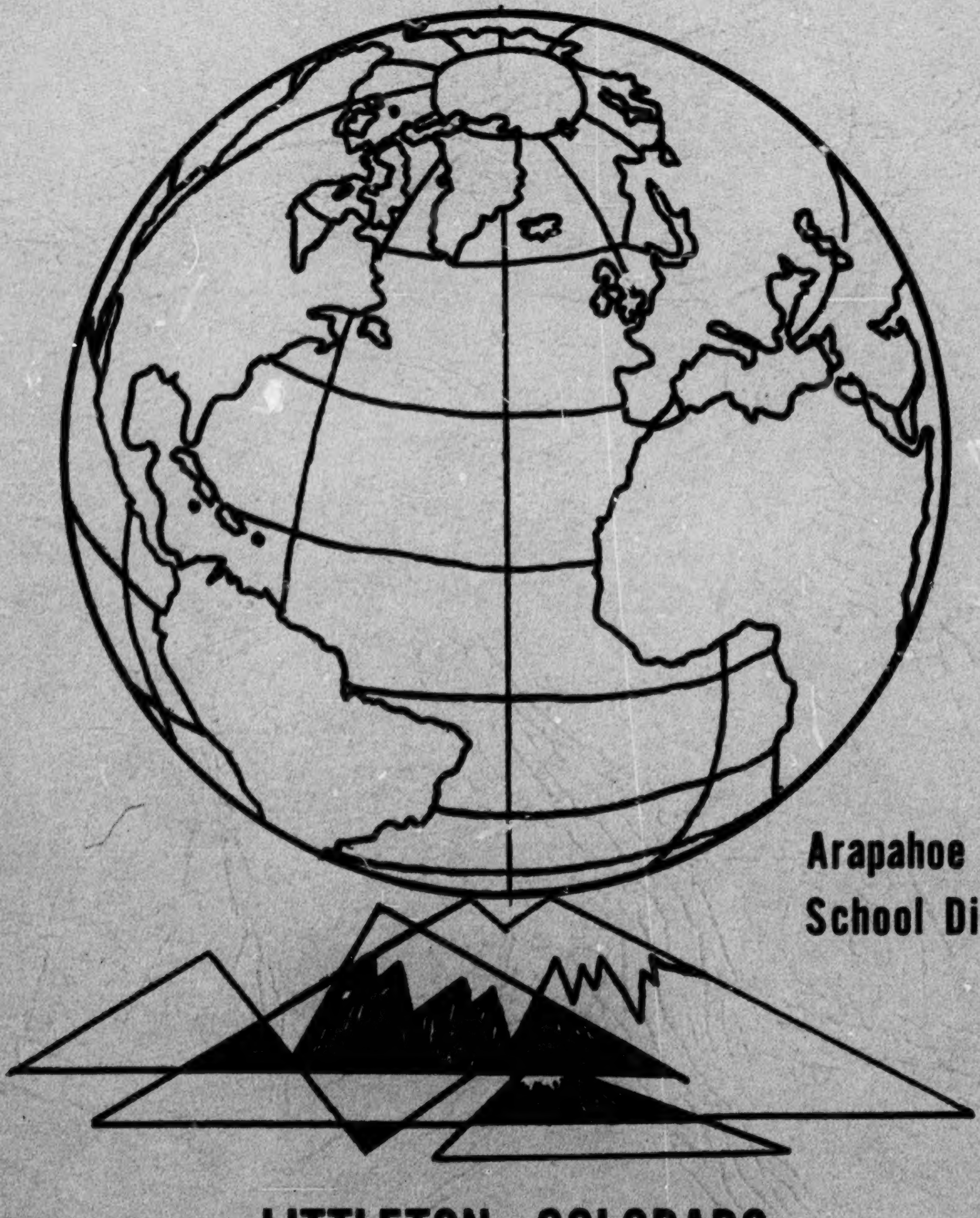
The unit experiences for the K-12 curriculum guide, including these for grade 5, are outlined in SO 001 139. These units include the study of the culture, history, geography, and economics of regions of the United States. The depth study of Colorado draws relationship between the state, the nation, and the world. The emphasis for both grade 5 and 6 is twofold: 1) to know his American heritage, as well as to become aware of the rights, freedoms, and responsibilities that occur in a democracy; and, 2) to recognize the strategic position of the United States in the Western Hemisphere through the study of inter-American relations. Overview, objectives, motivational, developmental, and review activities, and content for each of the various sub-units are summarized: 1) Use of Map and Globe; 2) Discovery and Exploration; 3) Southeastern United States; 4) New England States; 5) Middle Atlantic States; 6) A New Nation is Founded; 7) North Central States; 8) South Central States; 9) Our Country Divided, Open Conflict; 10) Rocky Mountain States; 11) Colorado; 12) Pacific Coast States; 13) Alaska, Hawaii, and Possessions; 14) Citizenship: Heritage, Rights, and Responsibilities. Evaluation objectives and techniques are also enumerated. SO 001 138 through SO 001 144 are related units. (Author/SBE)

ED0 54009

SO 001 143

K - 12 SOCIAL STUDIES

CURRICULUM GUIDE



Arapahoe County
School Dist. No. 6

LITTLETON, COLORADO

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A TEACHING GUIDE AND EXPERIENCE UNITS
K - 12
SOCIAL STUDIES

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
Littleton, Colorado

April 1, 1970

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
LITTLETON, COLORADO

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ACKNOWLEDGEMENT

The professional staff of School District Six is to be commended for their efforts and contributions relative to the development of the K-12 Social Studies Curriculum. Areas of emphasis included research, writing, piloting, and evaluation of the K-12 Social Studies Program.

Special recognition should be given to all of the classroom teachers who devoted many hours to writing the experience units at the various levels. Also to the pilot teachers for their willingness to work with the program in order that the teaching guide and units could be evaluated, revised and the most appropriate materials identified.

Outstanding leadership was provided by the teachers and administrators who were members of the K-12 Social Studies Committees during the four year period of development.

Special acknowledgement should also be extended to the Elementary Social Studies Core Team members, Miss Lois Schoeneck, Primary Chairman, Miss Helen Davis, Intermediate Chairman, Mr. Wallace Barth and Mr. Donald Yocum, Administrative Advisors, and to the Secondary Social Studies Council for their dedication to the project.

DISTRICT PHILOSOPHY

We believe:

I. That man possesses an awareness of the universal through his very nature

II. That students have the inherent ability and responsibility to be useful citizens in a democratic society; and that they must be schooled to their commitment in the ever-developing processes of preserving and promoting a democratic way of life.

III. That in the inevitable process of change, it is necessary for the student to understand and cope with the complexities which involve man's behavior as a social entity

IV. That the search for truth necessitates the scientific scrutiny of an unlimited diversity of knowledge

V. That the Social Studies have as their underlying principles--the development of conceptual understandings, the development of attitudes and appreciation, and the development of skills and competencies in the various disciplines

VI. That it is the teacher who holds the strategic position in guiding the learning experiences of the student

DISTRICT OBJECTIVES

It is our purpose to develop within the student through the acquisition of knowledge in the social studies the following attributes:

I. A respect for the rights and opinions of others

II. The ability to work in group situations as well as working individually

III. Capacities for effective participation in the social groups of which the student is a member--home, school, and community

IV. A commitment to well-informed, alert, and responsible citizenship

V. A realization of the value of the quest for excellence both for self-realization and social usefulness

VI. The ability to think critically and creatively and use problem solving skills in situations involving human relationships; to locate, evaluate, select, organize, and present information effectively; and to base action on sound conclusions

VII. An understanding of the major concepts present within the Social Studies

VIII. Ability to function effectively as producer and consumer

IX. The individual's wise approach and utilization of world resources

X. An understanding of the interdependence of men and nations

XI. A realization of the inevitability of change and the development of some of the skills and attitudes needed to successfully cope with change

ELEMENTARY SOCIAL STUDIES OVERVIEW

Unit experiences at the primary level are designed to achieve a more comprehensive knowledge of the world in which we live. A necessary facet of interpreting and understanding the physical and cultural environment is a study of geographic skills and content. Similarly, specific units emphasize democratic values, ideals, and processes.

In kindergarten the children are guided toward observing familiar places, people, and experiences with increased understanding. A first grade study of comparative family living will help the student become aware of the similarities and differences in various family patterns. At the second grade level a study of homes reflects the influences of geographical and cultural factors in group living. In third grade a comparative study of community life, past and present, provides the pupil with a greater background of experience and understanding in the world of people and events.

Maintaining the continuity and sequence developed in K-3, the fourth grade unit, "Metropolitan Denver Area," will initiate the study of geographic regions of the world. The unit has experiences which foster an understanding of the interdependency of people in carrying on life's daily activities and securing basic needs. Emphasis is placed on the regional topography, geographic factors, and people's adjustment to surroundings. At the fifth grade level content material includes the history, geography and economics of regions of the United States. The depth study of Colorado draws a relationship between the state, the nation, and the world. Emphasis is placed on Latin America and Canada at the sixth grade level.

At the intermediate level geography units include a study of man's relationship to his environment and the structure of society in various regions of the world. Emphasis is twofold: (1) To know his American heritage, as well as to become aware of the rights, freedoms, and responsibilities that occur in a democracy. (2) To recognize the strategic position of the United States in the Western Hemisphere through the study of inter-American relations.

SECONDARY SOCIAL STUDIES OVERVIEW

The guiding principle governing the sequence of courses on the secondary level is twofold. First, the disciplines are to be studied separately as a specific aspect of man's being. Second, the areas of study selected are the necessary foundational ideas of civilization. Beginning with the root development of ideals and values in Europe, which is developed in the last semester of grade seven, and followed by the same approach of the non-western world in grade eight, a foundation is prepared for the study of United States History in grades nine and ten. This two year course of study will focus upon eight major themes in our nations' history. The course in grade eleven will concentrate on the evolution of the world to the present. It will draw from all the disciplines and prepare the student for the culminating course of grade twelve--Contemporary Civilizations. With the conclusion of this course all disciplines, present within the Social Studies, will have been presented in a world-wide scope.

DISTRICT CONCEPTS

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL S
Kindergarten	The distinctive character of one's surroundings is influenced by his economic status.	Everyone has a historical heritage.	Families congregate where geographical conditions are favorable.	Rules are n for the enj of group li
First	Family incomes vary.	Every family has an historical past.	Everyone has a geographical setting.	Members of munity are ent upon on other.
Second	Community services fall into two categories, tax-supported and privately initiated.	Communities differ in their historical development.	The type of home is influenced by the geographical location.	Facilities tect our li property ar tained in c ities.
Third	Mankind is economically interdependent for food, clothing, communication, and transportation.	The initiative of earlier people has established the foundation of our present civilization.	Man faces the need to compromise and adjust to his physical surroundings.	Many people contributed make our co great.

RICT CONCEPTS

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
	Families congregate where geographical conditions are favorable.	Rules are necessary for the enjoyment of group living.	The basic unit of group living is the family.	All people of the earth are not the same.
	Everyone has a geographical setting.	Members of a community are dependent upon one another.	While all people are somewhat alike, differences must be respected.	Family customs and social rituals vary throughout the world.
	The type of home is influenced by the geographical location.	Facilities to protect our lives and property are maintained in communities.	Man is becoming more dependent upon other individuals and groups to meet his basic needs.	Homes in other lands bear certain similarities to and differences from homes in our country.
le of	Man faces the need to compromise and adjust to his physical surroundings.	Many people have contributed to make our country great.	The combined efforts of diverse peoples are necessary for community living.	Communities in other lands can be compared to communities in our country.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL
Fourth	Man has unlimited wants, but must adjust to limited supply.	The history of an area is the summation of of biographies of the individuals within the area.	Physical environment influences the way people live. Man portrays, measures, delineates, and locates through the use of maps and globes.	In carryin life's dai ivities to basic need tend to in systems of
Fifth	The United States Economic system is based upon the exchange of goods and services.	The historical development of the United States has been influenced in part by events from Europe.	Man seeks to satisfy his basic needs for food, clothing and shelter through the use of the earth's natural resources.	Democracy government people, ei directly c elective r atives. R ative gove in the Uni States dep an active participat
Sixth	A nation's growth and development are interrelated with its available raw economy.	Man is aided and influenced by ideas and implications of the past.	Climate, location, natural resources, and the inhabitants of a geographic region influence the degree to which a region will develop.	The values democratic ment may b through ap factional ing, graft of power a itary domi

GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
Physical environment influences the way people live. Man portrays, measures, delineates, and locates through the use of maps and globes.	In carrying on life's daily activities to secure basic needs, people tend to institute systems of control.	A city is made up of diverse types of peoples highly interdependent institutions and organizations.	The customs of peoples around the world are influenced by environment.
Man seeks to satisfy his basic needs for food, clothing and shelter through the use of the earth's natural resources.	Democracy is a government by the people, either directly or through elective representatives. Representative government in the United States depends on an active citizen participation.	Every individual has worth and has a right to develop his potential to the fullest.	Our national character is influenced by the contributions of many regions of our country.'
Climate, location, natural resources, and the inhabitants of a geographic region influence the degree to which a region will develop.	The values of a democratic government may be lost through apathy, factional fighting, graft, abuse of power and military dominance.	All peoples have similar characteristics and the same basic needs.	Cultures and civilizations are constantly changing. Man must adjust to this change to achieve progress. Cultures are influenced by constant and ever-changing interrelationships with other cultures..

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL SCI
Seventh	Economics is the science of the distribution, production and consumption of goods and sources.	History is the branch of knowledge which records past events. A survey of this branch of knowledge is invaluable as a basis for understanding the contemporary problems and nature of the world.	Geography is the consideration of the location, time and scale of an area. The habit of thinking of areas in terms of their place and relationship to one another is essential for an understanding of the world.	Political Sci deals with th structure and theory of gov ment as it re to the contro tem of any na or country. nature of the political sys which will ev in any nation pends in part its citizens.
Eighth	Man's effective use of human and natural resources is a determining factor in a nation's stability, worth, and effectiveness.	The history of the Non-Western world is composed of the cultural and philosophical developments of this area. The contact of the West and Non-West has produced a mutual exchange of ideas and illustrates the interactive quality of history.	Physical and geographical conditions are important to a country's historical progress. Land structure, natural resources, water, climate, and other geographical factors influence cultural behavior.	The change o itical power flects chang cultural and torical patt Conflict has a basic and amental fact the growth a development civilization

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
- - - - - is ing ry at- ld.	Geography is the consideration of the location, time and scale of an area. The habit of thinking of areas in terms of their place and relationship to one another is essential for an understanding of the world.	Political Science deals with the structure and theory of government as it relates to the control system of any nation or country. The nature of the political system which will evolve in any nation depends in part upon its citizens.	Sociology is the social science which is an attempt to understand the nature of and the influence of the forces which act upon social reality. The task of the sociologist is to study the nature of social reality, to analyze its structure and to understand its influence on human behavior.	Anthropology is the study of culture. Man must communicate with his contemporaries through language to survive.
the rld the hil- lop- area. the Vest a ge he ality	Physical and geographical conditions are important to a country's historical progress. Land structure, natural resources, water, climate, and other geographical factors influence cultural behavior.	The change of political power reflects changing cultural and historical patterns. Conflict has been a basic and fundamental factor in the growth and development of civilization.	Every society develops a culture of its own even though some of the ideas are borrowed from other cultures.	Adjustments on a local basis to differences arising from contacts with other cultures have accelerated changes in life.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITIC
Ninth	In the United States as man progressed in ability to use and control human and natural resources, more intricate forms of economic organizations emerged. The move from a subsistence economy to a surplus economy characterizes the beginning of the rise of the United States to a world position.	As western civilization sought contact with the East a new world was discovered. The European response to change led to the settlement of the new world and the rise of new nations. One of the new nations, the United States, is a product of a historic civilization responding to challenge.	The United States has a variety of climates and topography within its boundaries. These factors contribute to regional economic and industrial developments. These factors also produced sectional political thinking and social standards.	The Uni is a co lution Europea tutions individ beliefs proport "share"
Tenth*	An economy where government is a more active partner is a growing American trait.	History is a record of man's answers to the challenges of each period in his history. The successful accomplishment of each response leads to further problems.	In the United States, emphasis changes from geographical expansion to utilization of resources in industrialization and urbanization.	Politi tions the ne compro eratio for ev peacef Intern fluenc nation ments

*To be revised fall of 1969.

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
n civil- ought contact East a new discovered. ean response led to the t of the new the rise of ns. One of ations, the ates, is a f a historic ion re- to challenge.	The United States has a variety of climates and topography within its boundaries. These factors contribute to regional economic and industrial developments. These factors also produced sectional political thinking and social standards.	The United States is a continued evolution of the European institutions. An individual's political beliefs are directly proportioned to his "share" in the system.	The society of the United States is not completely harmonious: some form of social disorganization has been present. This society is built on the complex needs and desires of humans.	The culture of the United States while predominantly Anglo-Saxon, was influenced by various minority groups.
a record answers to enges of od in his The suc- comp- of each eads to oblems.	In the United States, emphasis changes from geographical expansion to utilization of resources in industrialization and urbanization.	Political institutions are built on the necessity of compromise and moderation allowing for evolution and peaceful reforms. International influences develop national commitments and philosophies.	Technological developments tend to hasten social changes.	Technological developments tend to hasten cultural changes.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL SCIENC
Eleventh*	Economic conflict stems from the inequality between the unlimited wants of mankind and the limited availability of resources.	Because change is an inevitable force, history is the record of civilizations facing or resisting this force. Flexible civilizations achieve progress.	Geography influences not only man and his actions, but nation-states must compensate for geographical factors for survival.	The world become more interdepend as nations and m advance technolo cally.
Twelfth*	Economic understanding helps man survive in the present-day world.	History is a process; a continuing development involving constant change.	Geographical knowledge is necessary for man to understand the world of today.	Man identifies himself politically in the contemporary world. Interdependency of the world force man to achieve an identificati in the international commun

* To be revised fall, 1968.

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
ge is e ry d of s fac- ting Flex- ations ress.	Geography influences not only man and his actions, but nation-states must compensate for geographical factors for survival.	The world becomes more interdependent as nations and men advance technologically.	All characteristically human behavior is learned from other human beings through group interaction. Man is by nature a gregarious creature and in order to understand him one must understand the various groups with which he associates.	Man, his institutions and his culture are interactive.
on- lop- ng nge.	Geographical knowledge is necessary for man to understand the world of today.	Man identifies himself politically in the contemporary world. Interdependency of the world forces man to achieve an identification in the international community.	Aesthetic realization and identification helps man to live a richer life in the contemporary world.	Aesthetic realization helps man to live a richer life in the contemporary world.

UNITED STATES HISTORY AND GEOGRAPHY

Fifth Grade

Units

Use of Map and Globe

Discovery and Exploration of the United States

Southeastern United States

New England States

Middle Atlantic States

A New Nation is Founded

North Central States

South Central States

Our Country Divided - Open Conflict

Rocky Mountain States

Colorado Depth Study

Pacific Coast States

Alaska, Hawaii, and United States Possessions

United States Citizen: Heritage, Rights, Responsibilities

USE OF MAP AND GLOBE

MAP AND GLOBE

Introduction to map and globe unit

Man has found it necessary to use maps because words alone were failing to provide the images required for a clear understanding. A map shows an image easier, faster, and clearer than man's verbal description. This is the reason map reading skills are vital to the elementary child. Students need the aid of something that will provide concrete images with a written or spoken lesson. Something concrete like a map or globe makes this mental image greater.

With the recent emphasis on the one-world concept, increasing attention is being given to the development of map reading skills. There is no other medium that can come as close to representing the world as does a globe or that will stand for areas as completely as a map. Knowing map skills can result in a wider knowledge and a deeper understanding of human affairs. We must accelerate the teaching of map reading skills if the child's ability to think geographically is to keep pace with the increasing demands of modern living.

Intelligent use of maps can give increasing understanding of almost any subject and can aid the student in discovering inter-relationships between various fields.

USE OF MAP AND GLOBE

I. Overview

The teaching of map skills is not a subject which can be isolated and taught in a single unit as such, but must be a continuing process as the school year advances. This unit correlates well with related science units.

II. Objectives

A. To gain a working knowledge of the colors, lines, and symbols by which a map conveys information
B. To learn the importance of maps and the many uses of maps
C. To understand the way maps and globes show relationships between different facts
D. To relate the facts gained from maps and globes to a particular problem or problems
E. To extend the understanding of latitude and longitude
F. To understand the relationship between meridians and time
G. To learn about various problems and cartography in projecting the globe to a plane or flat map by such methods as cylindrical, conical, and equal-area projections

III. Content

A. Background information

1. Maps have been used for thousands of years and have advanced with civilization.
2. Maps can show more information on a smaller area than any other written form.
3. Symbols used on maps tell the story of the map.
4. All complete maps contain a legend or "key" which aids the reader in interpreting the map symbols.
5. Maps are not drawn haphazardly but must be drawn to scale if they are to be accurate.
6. The grid system on the globe is a set of imaginary lines that aid man in finding locations.

B. History of maps (teacher information)

1. Invention of the map (It advanced with civilization.)

   a. Babylonians drew maps on clay tablets centuries before Christ.
   b. Primitive peoples drew maps.

      (1) Captain Charles Wilke found a South Sea Islander who could draw a map for him.
      (2) Marshall Islanders mapped the country with the framework of bamboo. Sticks represented sea waves and shells stood for islands.
      (3) Pawnee Indians used a star chart to guide their night marches. They painted on elkskin.
      (4) Montezuma gave Cortex a map of the Mexican Gulf painted on cloth. The Inca Indians made relief maps as well as sketch maps.
      (5) Ramses II is credited wih the first maps of estates along the Nile, 1300 B.C.

2. Map making among the Greeks

   a. Aristagoras, urging Spartan king to fight Persia, showed a bronze tablet with the whole earth engraved on it.
   b. The Greeks blazed the way to accurate maps.

      (1) Anaximander (611-546 B.C.), keeper of library at Alexandrea, believed the world round.

         (a) He figured the length of a meridian
         (b) He thought of lines like latitude and longitude

3. Ptolemy - early geographer - 150 A.D.

    a. He wrote famous 8 volume, Geographia, which contains maps.

        (1) Six of eight books contain tables of latitude and longitude for 8,000 places.
        (2) It discusses stars, mathematical problems, length of days, sun's course, differences of time.

    b. A Reproduction of the book is on display in Library of Congress in Washington, D.C.

4. Medieval maps

    a. No scientific map making because church doctrine said the world was flat, and it was dangerous to dispute this.
    b. Roman road maps

        (1) They made maps strangely like ours today used by motorists.
        (2) "Peutinger Map" unearthed in 1507, sketched from England to mouth of Ganges in India.

            (a) On display in Vienna State Library.
            (b) 18 feet long and 1 foot wide and painted in colors.
            (c) Not drawn to scale.
            (d) Had many symbols such as drawings of tiny houses, small towns.

    c. Arabs made the most important geographical advances in the 8th and 9th centuries.

        (1) Used the compass long before it reached Christendom.
        (2) Translated works of Ptolemy and Aristotle into Arabic.
        (3) Baghdad observatory studying obliquity of the ecliptic.

5. Renaissance

    a. In Europe "Portolano" or "handy" map developed.

        (1) Marked stride toward cartographic truth.
        (2) Used in navigation.
        (3) Network of lines based on bearings and distances between cities on the coasts.

b. Printing had a big effect on map making--sea serpents and mermaid symbols began to fade.
c. Gerhard Kremer (Latin name - Mercator) - 1569.

    (1) First to break with old traditions - He helped change map making from an art into a science.
    (2) Drew world chart on the "mercator projection," which gave navigators a new and safer system for plotting their courses.

6. Other famous men

    a. Ortelius (friend of Mercator)

        (1) Issued "Theater of the World," an atlas of 53 maps compiled by various geographers.
        (2) Looked upon as the parent of the modern atlas.

    b. Rumold (Mercator's son) carried on his father's work.
    c. Jodocus Hondius (1595), Rumold's brother-in-law, took over Hondius' earth map traces Sir Francis Drake's course around the world.
    d. William Blaeu - from Amsterdam, founded the greatest map publishing business.
    e. John Cary (1793) - pioneer in the use of symbols seen on maps of today.

        (1) Used hachures, short lines for shading.
        (2) Used dots for towns instead of pictures and precise scale of miles.

7. Uncle Sam as a map maker

    a. After the Civil War and to the present much mapping is done by United States Geological Survey.

        (1) Run by both state and Federal government.
        (2) Located in Washington where it has on hand more than 7 million maps - sells and gives away maps at the rate of 2,500 a day.

    b. Navy's Hydrographic office contributes much.

        (1) First scientific maps in 1838 led by Captain Wilkes.
        (2) "Pathfinder of the Seas" - Matthew Maury drew famous Whale Chart which showed regiment of whales stretching from Bering Sea to Cape Horn.
        (3) Bottles set adrift in ocean-current study show trend of ocean currents.

C. Directions

  1. Cardinal

    a. The sun can be used to find directions in the morning, at noon, and at sudown.
    b. A compass can be used for finding directions.

      (1) A compass' magnetic needle always points in the direction of the magnetic North and South Poles.
      (2) The magnetic North Pole lies more than 20 degrees south of the terrestrial North Pole.

    c. The North Star (Polaris), which can be used at night for finding directions, is found in the little dipper (Ursa Minor).
    d. Nature has a guide post for finding directions. Moss grows thickest on the side of the tree not exposed to the sun. (Example: north side of the tree in Northern Hemisphere).
    e. Men working on surveys use landmarks for finding directions.

D. Natural features depicted on maps.

  1. Landforms

    a. Continent - great land areas of the world.

      (1) There are seven - Europe, Asia, Africa, North America, South America, Australia, Anarctica.
      (2) They cover one-fourth of the earth's surface.

    b. Coast line - where land and water meet.

      (1) Two types - regular, irregular.
      (2) Land along the coast line is called the coast.

    c. Island - a body of land entirely surrounded by water; of small size compared with continent.

      (1) Continental islands.

        (a) Formed by subsidence of a coast below sea level
        (b) Formed by erosive action of the sea
        (c) Formed by constructive work of rivers, building up deltas.
        (d) Formed by ocean currents, forming sand bars

- (2) Oceanic islands
  - (a) Caused by submarine volcanoes
  - (b) Caused by earth movements

d. Peninsula

- (1) It is a piece of land that stretches out into a body of water.
- (2) It is connected to the mainland by only a narrow neck or isthmus.

e. Cape - a point of land extending into a body of water.
f. Isthmus - a narrow strip of land, with water on both sides, joining two larger bodies of land.
g. Archipelago - a group of islands.

2. Water forms

a. Ocean - entire body of salt water.

- (1) Covers 75 percent of the earth.
- (2) Five large divisions - Pacific, Atlantic, Indian, Antarctic, Arctic.
- (3) Various movements in the water are caused by unequal temperature, unequal level, winds, differing attractions of the sun and moon, earthquakes, and volcanic explosion.
- (4) It is the chief source of water for rain and snow.

b. Sea - a portion of the ocean near land, more or less separated from the open ocean.
c. Lake - an inland body of standing water.

- (1) Completely shut off from tidal connection with the ocean.
- (2) Usually situated with their surfaces above sea level.
- (3) Usually shallow.
- (4) The water comes from precipitation, through rain, snow, and ice, and springs and rivers.
- (5) Used greatly for navigation.

c. River - a large stream of water flowing through the land in a definite channel.

- (1) Usually it empties into the ocean, directly or by uniting with other rivers.
- (2) Parts of a river

            - (a) Bed - the bottom of a river.
            - (b) Bank - the sides of the channel.
            - (c) Basin - the land drained by a river and its tributaries.
            - (d) Mouth - a part of a river where its waters are discharged into some other body of water.
            - (e) Tributary - a river which does not flow directly into the ocean but unites with another stream or river.

        - (3) Rivers do work of erosion and also up-building valleys, plains, and deltas.
        - (4) A river's speed increases with its slope and its volume.
        - (5) Uses - drains land of surplus water, provides water for irrigation, adds rich silts to deltas, furnishes water to cities and towns, facilitates inland commerce.

    - e. Strait - a narrow strip of water connecting two bodies of water.
    - f. Bay - an inlet in the shore of a sea or lake between two capes--smaller than a gulf.
    - g. Gulf - a portion of a water body either landlocked or artificially protected so as to be a place of safety for vessels in stormy weather; a port.

3. Surface features

    - a. Mountains - a high elevation of land, higher than a hill, rising conspicuously above its surroundings.

        - (1) Formed by three processes.

            - (a) Uplift - through folding or faulting
            - (b) Erosion - effected through running water
            - (c) Volcanic action

        - (2) Uses

            - (a) Affect climate, rainfall, and distribution of water.
            - (b) Contain valuable minerals and metallic ores.
            - (c) Provide scenery.

b. Highlands - a mountainous region or elevated part of a country.

c. Plains - the lowlands of the earth - although plains have some irregularities of surface, the relief is not great.

d. Plateau (mesa) - elevated area of fairly level land.

    (1) Often surrounded by mountains.
    (2) Often eroded by rivers which cut gorges.
    (3) Often called a tableland.

e. Delta - somewhat triangular land bound by the mouth of a river.

    (1) Formed by deposits of silt brought down by the river current.
    (2) Often are subject to disastrous floods.

f. Reef - a narrow ridge of rocks or sand, often of coral debris, at or near the surface of the water.

g. Desert - continental wastes lying within the tropical and temperate zones whose sterility is due to little rainfall.

    (1) Causes

        (a) Dry winds
        (b) Separation from ocean by mountain barriers
        (c) Great distance from oceans and other areas of evaporation

    (2) Climate

        (a) Cloudless skies
        (b) High temperature in day; low at night
        (c) Scant yearly rainfall

h. Valley - depression in the surface of the land through which usually a stream of water flows.

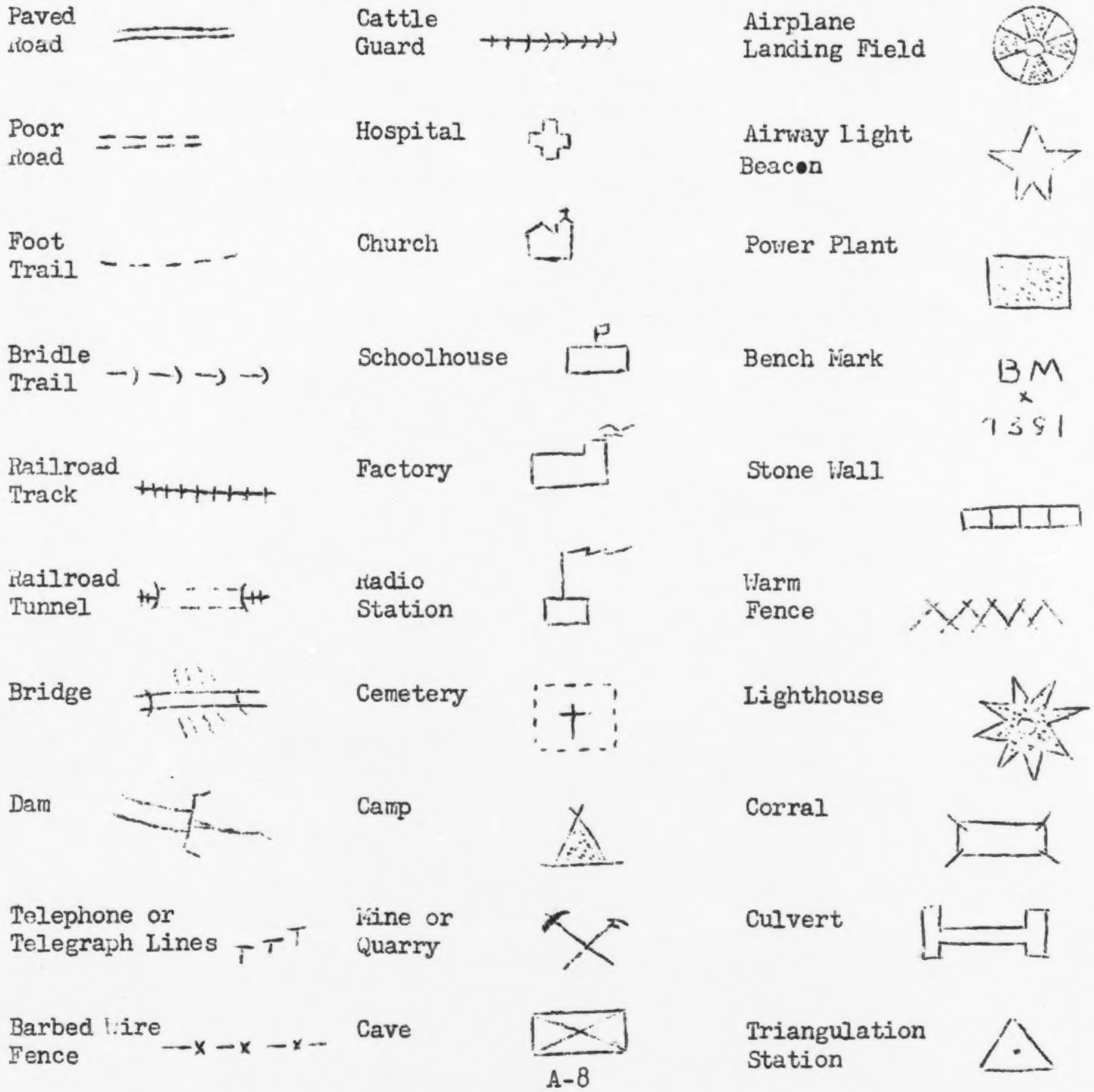
    (1) Most end at the sea or a lake.
    (2) Caused by erosion - first by weathering of its sides and then by the deepening of its channel.

E. Reading and interpreting maps

1. Symbols used on maps tell the story of the map.

    a. All maps use symbols which stand for a condition or a feature of the landscape.
    b. Symbols are found in the "key" or legend of the map. A good map always has a key.
    c. Two types of symbols.

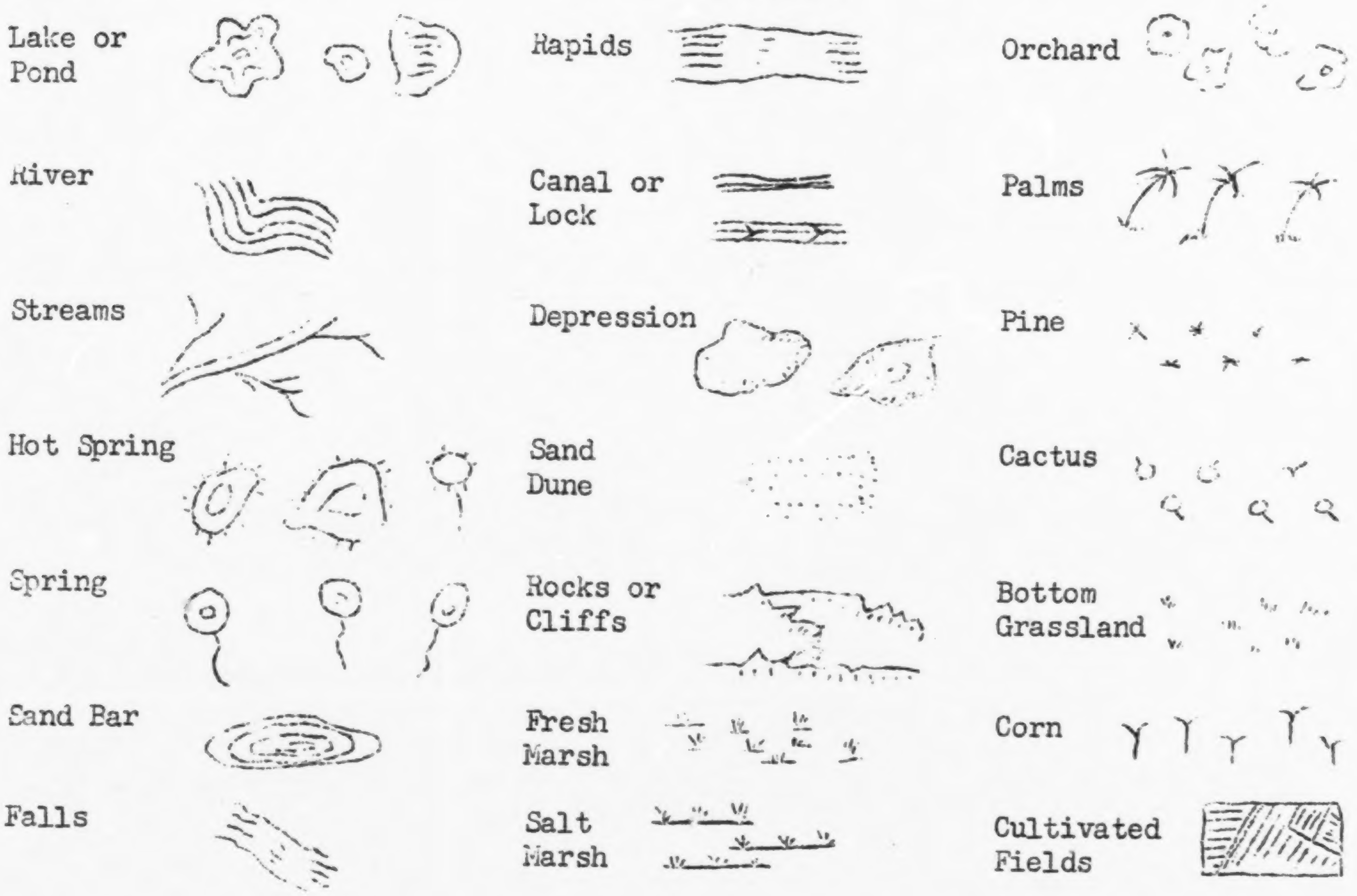
        (1) Man-made feature symbols (these were taken from the World Book Encyclopedia. They are accepted symbols but the legend of the map used should be consulted for an accurate interpretation of the map).


Paved Road
Poor Road
Foot Trail
Bridle Trail
Railroad Track
Railroad Tunnel
Bridge
Dam
Telephone or Telegraph Lines
Barbed Wire Fence
Cattle Guard
Hospital
Church
Schoolhouse
Factory
Radio Station
Cemetery
Camp
Mine or Quarry
Cave
Airplane Landing Field
Airway Light Beacon
Power Plant
Bench Mark
BM
x
1591
Stone Wall
Warm Fence
Lighthouse
Corral
Culvert
Triangulation Station

(2) Natural feature symbols

- (a) Water bodies are shown in blue
- (b) Elevation
    - (1) The height of all land is measured from sea level which is the level the ocean would be if it were as still as water in a pail.
    - (2) Elevation is the height of land above sea level.
    - (3) There is a standard use of color to show elevation.
        - a) Green represents land less than 1,000 feet above sea level.
        - b) Yellow represents land with an elevation between 1,000 and 2,000 feet above sea level.
        - c) Tan represents land with an elevation between 2,000 and 5,000 feet above sea level.
- (c) Symbols used to show natural features (these were taken from the World Book Encyclopedia. They are accepted symbols, but the legend of the map being used should be consulted for an accurate interpretation of the map.)

TEACHER REFERENCE


Lake or Pond
River
Streams
Hot Spring
Spring
Sand Bar
Falls
Rapids
Canal or Lock
Depression
Sand Dune
Rocks or Cliffs
Fresh Marsh
Salt Marsh
Orchard
Palms
Pine
Cactus
Bottom Grassland
Corn
Cultivated Fields

2. Measurement

   a. Elevation
   b. Relief

3. Scales

   a. To scale a map means to reduce the real earth distance in order that all the area can be shown on the map.
   b. Scales are shown in different ways.

      (1) Inches to the mile - One inch on a map is equal to a given amount of miles.
      (2) Representative fraction method (teacher information)

         (a) 1 unit of measure represents a certain number of the same lengths on the earth.
         (b) Example: 1 inch on a map equals 62,500 inches on the earth.
         (c) Most accurate way of scaling.

4. Finding locations (The Grid System)

   a. Shape and size of the earth.

      (1) The earth is a sphere but not quite perfect.
      (2) The diameter is 8,000 miles and the circumference is 25,000 miles.
      (3) Any circle is measured in degrees and a complete circle is equal to 360 degrees. Hence, the complete sphere of the earth is equal to 360 degrees.

   b. Equator

      (1) An imaginary circle midway between the North Pole and the South Pole.
      (2) It is a true east-west line.
      (3) The earth is measured by degrees, 360 degrees being a complete circle. The equator is said to be at 0 degrees.
      (4) Places north of the equator are between 0 degrees and 90 degrees north and places south of the equator are between 0 degrees and 90 degrees south.

c. North Pole

   (1) The upper-most part of the earth's axis
   (2) The center of the Northern Hemisphere
   (3) The distance from the equator to the North Pole is 90 degrees.

d. South Pole

   (1) The lower-most part of the earth's axis
   (2) The center of the Southern Hemisphere
   (3) The distance from the equator to the South Pole is 90 degrees.

e. Tropic of Capricorn

   (1) The southern limit of the Tropics (23½ degrees south of the equator.)
   (2) A parallel on a globe or map that marks the latitude farthest south that receives the vertical rays of the sun
   (3) The sun is directly over the Tropic of Capricorn on December 22.

f. Tropic of Cancer

   (1) The northern limit of the Tropics (23½ degrees north of the equator)
   (2) A parallel on a globe or map that marks the latitude farthest north that receives the verticle rays of the sun
   (3) The sun is directly over the Tropic of Cancer about June 21.

g. Arctic Circle (the line marking the farthest position of the circle of illumination beyond the North Pole. It is 23½ degrees from the pole and 66½ degrees from the equator.)

h. Antarctic Circle (The line marking the farthest position of the circle of illumination beyond the South Pole. Its latitude is 66½ degrees south.)

i. Degrees of latitude

   (1) The distance north or south of the equator measured on the meridians by the parallels and given in degrees, minutes, and seconds.
   (2) Since the earth is 25,000 miles around the equator, 360 degrees = 25,000 miles and 1 degree = 70 miles.

j. Prime Meridian

- (1) An imaginary line running north and south through the poles.
- (2) This line makes it possible to locate accurately any point on land or sea.
- (3) It runs through Greenwich, England, located right outside London, the former site of the famous astronomical observatory.
- (4) It is used in calculating time differences.
- (5) When used in locating places, it is referred to as 0 degrees.

k. Meridians

- (1) An infinite number of lines going through the poles and running north and south.
- (2) Each is named for the distance in degrees it is from the Prime Meridian.
- (3) These circles are all the same size.
- (4) They are usually drawn 10 degrees apart.

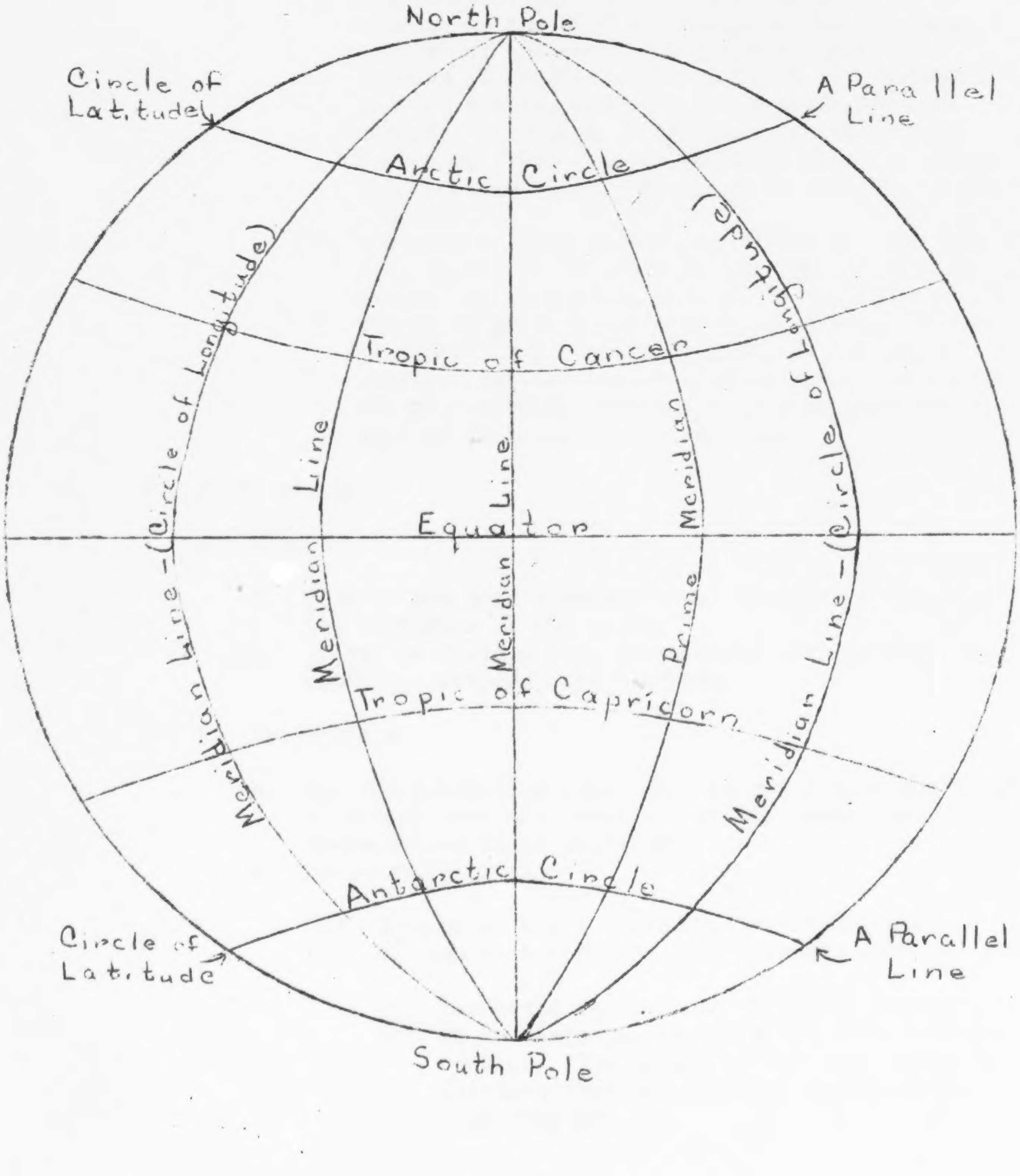
l. Degrees of longitude (The distance east or west of the prime, or 0, meridian, measured on the parallels by the meridians and given in degrees, minutes, and seconds. The distance from the Prime Meridian is shown on the meridians. Lines on the globe, running north and south through the poles, are expressed either in degrees or in time. These circles are all the same size.)

- (1) West longitude is measured to the left of the 0 degree meridian all the way to the 180 degree mark in the Pacific Ocean.
- (2) East longitude is measured to the right of 0 degree Meridian all the way to the 180 degree mark in the Pacific Ocean.
- (3) A place 20 degrees west of the Prime Meridian identifies the longitude of that spot.

m. International Date Line

- (1) Located 180 degrees east longitude or halfway around the globe from the Prime Meridian.
- (2) There is a change of day here.
    - (a) If a person crosses from east to west, the date becomes a day earlier on the west side.
    - (b) If a person crosses from west to east, it becomes a day later on the east side.

CHART OF GRID SYSTEM


North Pole
Circle of Latitude
A Parallel Line
Arctic Circle
Meridian Line - (Circle of Longitude)
Meridian Line - (Circle of Longitude)
Tropic of Cancer
Meridian Line
Meridian Line
Meridian Line
Meridian Line
Prime Meridian
Equator
Tropic of Capricorn
Antarctic Circle
Circle of Latitude
A Parallel Line
South Pole

o. See preceding page A-13 for chart of the Grid System.

(1) The map grid system requires that meridians and parallels intersect at right angles everywhere.
(2) On the globe or on equal-areal projections, the meridians at 60 degrees latitude are about half as far apart as they are at the equator.
(3) The intersection of the Prime Meridian and the equator in the Gulf of Guinea is the "point of origin" of the earth's coordinate grid.
(4) Degrees of longitude and latitude are divided into 60 minutes and subdivided again into 60 seconds. A minute of latitude has an average length of 6,080 feet (a nautical mile) or about 1.15 statute miles. A second of latitude is about 101 feet.
(5) A degree of longitude is approximately the same as a degree of latitude at the equator but, of course, it reduces to zero at the poles.
(6) The earth grid, therefore, is an orderly system of imaginary (man-conceived) lines on the earth's surface intersecting at right angles. This grid enables accurate location of places and measurement of distances and directions.

F. Forms of maps.

1. Globe

a. This is the only accurate model because it displays the roundness of the earth.
b. It may be divided into hemispheres such as eastern, western, southern, and northern.

2. Projections

a. Any map projection (flat map) is not a true map because it cannot show the roundness of the earth; therefore, some part of it is distorted.
b. Mercator Projection

(1) Developed from a cylinder, it was invented in 1594.
(2) All the meridians and parallels are straight lines.

(a) The scale is accurate along the equator.
(b) It is distorted as one moves away from the equator. The result is the land areas, a distance from the equator, appear larger than they are.

    - (3) These straight meridian and parallel lines show true compass directions.
    - (4) The grid pattern is used for locating points.
    - (5) It is used on road maps.

  - c. Conic Projection

    - (1) Made as if a cone were laid over half the globe and the continents projected on the cone--the cone is unrolled to become a map.
    - (2) Scale true at the parallel where the sides of the cone touch the globe.
    - (3) Little distortion of land shape and area.
    - (4) Meridian lines are straight and convage toward one pole while latitude lines are curved.
    - (5) Grid pattern

  - d. Polar Projection

    - (1) The farther from the center of the projection the greater the distortion
    - (2) Grid pattern

G. Types of maps

1. Relief maps show physical features of land surface.
2. Physical political maps show land surface features by means of colors.
3. Political maps designate state or countries.
4. Special purpose maps show natural environmental factors like climate, soil, natural vegetation, and economic conditions such as agricultural regions and density of population.

IV. Activities

Below are listed many activities to be used in teaching map reading skills. These would not all be used in one unit. They have been somewhat categorized according to the skill to be learned or the type of map used. Perhaps with one group of children, no practice will be necessary to develop skill in reading map scales. These activities may be disregarded for this particular class and perhaps emphasis be placed on drill in symbol reading. Many of the activities could be used in more than one area, and this should be considered by the teacher.

A. Activities giving practice in reading map symbols and using map scales.

1. Compare the amount of rainfall and growing season in our region with others in the world.
2. Pair off symbols with pictures, showing various views of the types of areas the symbols represent.
3. Take a local trip, notice landforms.
4. Study map symbols on Colorado highway maps.

B. Activities connected with the use of weather maps.

1. Collect daily weather maps in the paper and interpret them during current events time each day.
2. Predict weather and discuss high-low pressure areas and storm paths.
3. Do research on the following: How rainfall is measured, how wind direction is determined, the meaning of the growing season, how to read a barometer, how to read a thermometer.

C. Activities giving practice in reading route maps.

1. Collect route maps from all the states.
2. Plan the shortest trip to New York or some other state or city.

D. Activities emphasizing the location of natural resources.

1. Make a tourist map and place it on the bulletin board. Around it put postcards and extend ribbons from the photos to their location on the map.
2. Make maps of various countries showing their natural resources by using the correct map symbols.

DISCOVERY AND EXPLORATION OF THE UNITED STATES

DISCOVERY AND EXPLORATION OF THE UNITED STATES

I. Overview

The study of this unit helps to relate the early medieval history with the early history of discoveries and explorations. Explorers of the Latin American countries should not be studied extensively as these are included at the sixth grade level. This unit provides the student with an historical orientation.

This unit is designed for a period of approximately three weeks.

II. Objectives

A. To gain historic understandings of the beginning of exploration
B. To build an understanding of the early explorations of the Norsemen
C. To gain knowledge of the search for water routes to the Indies
D. To provide an understanding of the importance of Columbus' explorations
E. To gain knowledge of explorers following Columbus
F. To realize that sometimes good new ideas are not always readily accepted by others

III. Content

A. Early explorations of the Norsemen
   1. Norse comes from an old word meaning "Norwegian - belonging to Norway."
   2. Leif the Lucky (Eric the Red's son).
      a. Sailed along the coast of Labrador
      b. Spent winter at a place he named Vinland (Vin may have referred to grapevine, but it is more likely to have meant "grass")

B. Middle Ages (500 A.D. - 1450 A.D.)
   1. Much of the knowledge which had been won by traders and scholars of ancient Greece and Rome was lost.
   2. Travel and trade almost ended.
   3. Missionaries began to find their way to many parts of Europe.
   4. Soon after the missionaries, the merchants and adventurers followed.
   5. Great trade began with the Arabs of western Asia.
   6. Italian ships met the camel caravans at the eastern end of the Mediterranean.
   7. Goods were taken to Venice and Genoa.

C. Crusades
   1. Pilgrimages by Christians to Jerusalem to visit the tomb of Christ.
   2. Pilgrimages halted when Jerusalem fell into the hands of the Turks.

3. For 200 years, Crusaders tried to recapture Jerusalem, but they failed.
    a. The Crusades brought the Europeans in contact with fine cloth (silk), precious stones, perfumes, and spices. (Prior to this time, they had had no knowledge of the above mentioned items.)
    b. Christians were impressed with these items and upon returning to Western Europe spread news of their existence.
    c. Soon a market for such items developed.

D. Marco Polo
1. Journey of the Polos from Venice to the court of Kubla Khan in China.
2. Marco Polo (21 years of age) won the favor of the Khan.
3. Traveled in this area for 21 years.
4. Gathered a rich store of precious stones and other valuables.
5. Returned to Venice with valuables and many stories.
6. Story of his travels was published and whetted the appetites of everyone.

E. Early land routes
1. Long and slow
2. Expensive
3. Dangerous

F. Need for new routes (water)

G. New inventions and improvements
1. Wind and ocean currents
2. Better maps
3. Stronger ships
4. Compass
5. Astrolabes (help navigators locate themselves when land is out of sight)

H. Columbus
1. Early life
2. Idea for a water route
3. Seeks support
    a. Tries in Portugal
    b. Obtains help from Spain
4. Voyage
    a. Three ships - Nina, Pinta, and Santa Maria
    b. Many hardships
    c. Duration - 2½ months
    d. Sights land, October 12, 1492
5. San Salvador claimed for Spain
6. Returns to Spain
7. Later voyages of Columbus

I. Explorers after Columbus
   1. Amerigo Vespucci
      a. Sailed to new lands several times
      b. Wrote stories about the land
      c. Stories read by a German who believed them, and who later published a geography in which he named the new world America
   2. John Cabot
      a. Italian who sailed for the king of England
      b. First voyage (1497)
         (1) Sailed directly west from England
         (2) Believed to have reached coast of Newfoundland
      c. Second voyage (1498)
         (1) Explored eastern coast of North America as far south as what is now North Carolina
         (2) Claimed all this land for England
      d. Importance of voyages
         (1) Land claimed
         (2) Discovery of Grand Banks (rich fishing grounds)
   3. Vasco de Gama
      a. Portuguese explorer
      b. Reached India by sailing around Africa in 1497
      c. Dangerous route
         (1) Took six months to a year for round trip
         (2) Many ships were lost
   4. Balboa
      a. Spanish explorer
      b. Led a party through 45 miles of dangerous jungle across Isthmus of Panama (1513)
      c. Called Pacific Ocean the "Great South Sea"
      d. Made people aware that newly discovered land was not part of Asia
   5. Magellan
      a. Spanish explorer
      b. Departed in August, 1519, with five ships and 270 men
      c. Difficult journey
      d. Magellan was killed in the Phillipines
      e. Eighteen men and one ship arrived back in Spain, September 8, 1522 (about three years after departure)
      f. Proved that the East could be reached by sailing west
   6. Cortez
      a. Spanish explorer
      b. Conquers Mexico
   7. Pizarro
      a. Spanish explorer
      b. Conquers Incas
   8. Ponce de Leon
      a. Spanish explorer
      b. Searched for "Fountain of Youth" and discovered Florida on Easter Sunday in 1513

- c. Named the land Florida because in Spanish Easter Sunday is "Pascua Florida" which means "Flowery Easter"
  - d. Claimed land for Spain

9. Hernando de Soto
   - a. Spanish explorer
   - b. Difficult journey through areas that are now Florida, Georgia, South Carolina, Alabama, and Mississippi
   - c. Discovered a river which the Indians called "Father of Waters" (Mississippi River)
10. Coronado
    - a. Spanish explorer
    - b. Left Mexico in 1540 seeking "Seven Cities of Gold"
    - c. Found only Indian pueblos
    - d. Explored areas that are now Arizona, New Mexico, Oklahoma, Kansas and Texas
    - e. Claimed land for Spain
11. Cartier
    - a. French explorer
    - b. Explored and named Gulf of St. Lawrence
    - c. Sailed up the St. Lawrence River
    - d. Claimed land for his king and called it "New France"
12. Champlain
    - a. French explorer
    - b. Founded Quebec in 1608
    - c. Founded fur trading post in 1611 on the site of Montreal
13. Marquette (missionary) Joliet (fur trader)
    - a. Explored for France
    - b. Followed Mississippi River almost to its mouth
14. La Salle
    - a. Perhaps greatest French explorer
    - b. Explored the Mississippi all the way to the Gulf of Mexico
    - c. Claimed all the territory from the Great Lakes to the Gulf of Mexico for France
15. Hudson
    - a. Dutch trading company commissioned him to search for a route around Northern Europe to the Far East (1609)
    - b. Bitter cold and floating icebergs forced him to set out across Atlantic Ocean to seek a "northwest passage"
    - c. Sailed into mouth of a great stream thinking it the desired passage
    - d. Found it to be only a river and abandoned his search
    - e. Crew mutinied and set him, his son, and six loyal crew members adrift in an open boat without oars or sails

IV. Activities

A. Motivational:

1. Bulletin board display
2. Film or filmstrip about unit introduction
3. Reading table with books on explorers
4. Record on Columbus' voyage

B. Developmental:
1. Make construction paper Viking Boats
2. Do map work
    a. Make salt and flour or sawdust maps of early land routes to Asia
    b. Color an outline map of early water routes to North America
    c. Color an outline map of sections of North America claimed by nations of Europe
3. Have group art projects; such as, murals showing scenes of early explorers
4. Make a chart of explorers studied including: name of explorer, date of exploration, area explored, important contributions
5. Make a time line as suggested in Follett
6. View films on explorers
7. Develop a vocabulary list as new words are acquired
8. Dramatize certain incidents from the lives of the explorers (See suggestions, page 49 in Follett)
9. Exchange information through group reports, either written or oral
    a. Explorers
    b. Spices--where they came from
    c. Early navigational tools
10. Creative writing such as imagining yourself as an explorer
    a. Write letters about travels
    b. Keep sailor's log books
    c. Write a ship's newspaper
    d. Tell stories about events of your journey
    e. Write headlines putting you and an explorer in print
11. Student imagines he was Columbus and attempts to recruit crewmen
    a. Encourage the class to disagree that the world is round
    b. Make travel posters encouraging others to travel with you

C. Culminating:
1. Do crossword puzzle as a review of explorers
2. Arrange all written work into a scrapbook
3. Display projects completed during the progress of the unit for parents and other classes to see
4. For review of facts learned, have a question box containing questions which students have contributed (A contest could grow from this)
5. Compare and contrast revolutionary ideas of Columbus' time to the present

SOUTHEASTERN UNITED STATES

SOUTHEASTERN UNITED STATES

I. Overview

The states included in this region are West Virginia, Virginia, North Carolina, South Carolina, Georgia, and Florida. This unit combined with the South Central States provides an important foundation for an understanding of the developments which led to the War Between the States.

Some addresses for securing information about these states are included in the activities section. The teacher may wish to write for some of the information instead of waiting for the students to do so. Keeping the music teacher informed as to what is being studied may enable her/him to coordinate the music and social studies program.

This unit is designed for a period of approximately two and one-half weeks.

II. Objectives

- A. To learn that the first successful English colony in the New World was founded in 1607 at Jamestown
- B. To understand that cooperation, good leadership, good judgment, and hard work were necessary to the eventual success of the colony
- C. To recognize that the Southeast has three major geographical regions--the Atlantic Coastal Plain, the Piedmont, and the Appalachian Mountains
- D. To understand the effect that these geographical features have had on the development of the Southeast
- E. To understand that man must wisely use the climate and natural resources of a region in order to produce the greatest amount of products and at the same time conserve or replace the natural resources for posterity

III. Content

- A. Geographic features
  - 1. Rivers
    - a. Indication of direction in which land slopes
    - b. Terms - source, mouth, upstream, downstream
    - c. Fall line and its significance
      - (1) Fall line cities - Richmond, Virginia; Raleigh, North Carolina; Columbia, South Carolina; Augusta, Georgia; Macon, Georgia
      - (2) Reasons for locating cities near fall line
        - (a) Difficult in early times to proceed beyond fall line
        - (b) Power provided in earlier times to grind wheat and corn and in later times to run machines

- (3) Names of important rivers - Savannah (border South Carolina and Georgia), Chattahoochee (Georgia), Roanoke (North Carolina), James (Virginia)
- d. Transportation - past and present

B. Climate
- 1. Definition (average rainfall, temperature, sunshine, and winds)
- 2. Growing season
  - a. Average length of time between the last frost in the spring and the first frost in the fall
  - b. Varies from 5 to 9 months in the Southeastern states

C. Natural resources (things provided by nature which man uses)
- 1. Conservation
- 2. Examples of natural resources found in the Southeast
  - a. Coal
  - b. Sand
  - c. Limestone
  - d. Salt
  - e. Oil
  - f. Natural gas
  - g. Forests (Pine Belt)
    - (1) Stretches from Carolinas westward as far as Texas
    - (2) Pine gum

D. History
- 1. Roanoke Island
  - a. Established in 1587 by Sir Walter Raleigh and his friends
  - b. First English child born in America - Virginia Dare
  - c. Shortage of food supply
  - d. Search and rescue party found no trace of the colony in 1591
- 2. Jamestown Colony
  - a. England's purpose for founding the colony
  - b. Founded by the London Company
    - (1) Recruitment of colonists
    - (2) Voyage to America
  - c. Settled on a peninsula on the James River
  - d. Problems encountered by the early colonists - diseases, food, money
  - e. The year 1619
    - (1) Arrival of first Negro slaves (for additional information consult the book Before the Mayflower)
    - (2) Founding more homes
    - (3) Meeting of members of first representative assembly in America (House of Burgesses)
  - f. Important people - Captain John Smith, John Rolf, Pocahontus
- 3. Plantation life (colonial times)
  - a. Negro slaves
  - b. Self-sufficiency (own blacksmith, etc.)
  - c. Mail

d. Supplies from England
e. Entertainment
f. Schooling

E. Ways of making a living (past and present) - farming, manufacturing, fishing, lumbering, mining, shipping (transportation)

F. Important cities
1. Richmond, Virginia
a. At the foot of the Piedmont and on the James River
b. Most important of fall line cities
c. Capital of Virginia
d. Capitol designed by Thomas Jefferson
e. Largest cigar and cigarette factories in the world (covers more than ten city blocks)
f. Other factories
2. Columbia, South Carolina
a. Trading center
b. At the foot of the Piedmont
3. Charleston, South Carolina
a. Factories
b. Navy yard
c. History
(1) Origin of name (Charles II of England)
(2) Early days were difficult.
(3) Rich planters
4. Savannah, Georgia
a. Busy docks
b. Largest center for naval stores in United States
c. Seafood - millions canned, frozen and shipped
5. Atlanta, Georgia
a. Not located on a river or near the ocean
b. Located at "end" of the Appalachian Mountains were railroads built around southern tip of the mountains
c. Developed as a trading center
(1) Cotton brought to town by farmers
(2) Stores opened to sell supplies to farmers
(3) Factories set up to manufacture things needed by farmers
(4) Other towns depended on it to supply goods brought by railroad
6. Miami, Florida
a. Largest tourist center in Florida
b. Factories (about 1,800)
c. Fashion capital
7. Jacksonville, Florida
a. Naval stores and lumber shipping center
b. Shipbuilding
8. St. Augustine, Florida
a. Founded by Spanish in 1565
b. Oldest city in United States

    - c. San Marcos - old fort located just outside of St. Augustine
  - 9. Charleston, West Virginia
    - a. Chemical factories
    - b. State capital

- G. States - West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida

IV. Activities

- A. Use a film or filmstrip on Jamestown as a motivational activity.
- B. Use bulletin board with pictures depicting life in colonial times.
- C. Place questions concerning this unit on a chart. Leave space so that students can fill in the answers as they "discover" them.
- D. In connection with reports, work on skills in using encyclopedias.
- E. Students could make a chart showing the states, capitals, industries and products.
- F. Students could make an outline of these states and locate states, capitals, industries, and products. If the map is large enough, students could use miniature products. The assignment could be done on a smaller scale by individual students.
- G. Have students bring in newspaper clipping relating to these states.
- H. Make a list of items manufactured from cotton.
- I. Have a student report on the many uses of peanuts.
- J. Write to the National Park Service, Department of Interior, Washington, D. C., to secure booklets on Blue Ridge Mountains, Shenandoah, Great Smoky Mountains, and Jamestown.
- K. If any of the students have lived in this area, have their parents come and talk. Might have slides to illustrate the talk.
- L. Have a Viewmaster and slides of this area available for student use.
- M. As a group project or an individual project, students could make a model of the Jamestown Colony or of a plantation.
- N. Use appropriate films whenever applicable.
- O. Use the excellent questions from In These United States and Canada and Exploring the New World.
- P. Dramatize the founding of Jamestown.
- Q. Write to National Coal Association, Coal Building, 1130 Seventeenth Street, N. W., Washington, D.C., for information.
- R. Write to Southern Pulpwood Conservation Association, 900 Peachwood Street, N. W., Atlanta 9, Georgia, for pamphlet "How Paper Comes from Trees."
- S. Write to Tobacco Institute, Inc., 808 17th Street, N. W., Washington 6, D. C.
- T. Write to the different states to secure information.
- U. Write to the National Cotton Council, Department of Public Relations, P. O. Box 9905, Memphis, Tennessee.
- V. Sing songs such as "Eating Goober Peas," page 61, Singing Together, published by Ginn and Company. "Springfield Mountain," page 50,

Voices of America, published by Follett.

W. As a culminating activity, plan a dramatization relating to the unit.

X. Have students make relief maps showing the geographic features.

Y. Ask the students questions such as the following:
   1. Why did the first English settlers at Jamestown decide to settle near a river?
   2. Do you think that most early settlements were near rivers? Why?
   3. Why did several important cities develop along the "fall" line on the Piedmont?
   4. Why was the arrival of a ship from England important to the people of the plantation?
   5. Why was the colony at Savannah, Georgia successful?
   6. Why might the South be a good place to start a furniture or paper factory?

NEW ENGLAND STATES

NEW ENGLAND STATES

I. Overview

New England includes the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island. These states are the most unified in geography, history, and culture of all the regions in the United States. The history of the region is rich with contributions to the American way of life. It ranks as one of the nation's great manufacturing areas and is also popular as a tourist and vacation center.

II. Objectives

- A. To develop a knowledge of the geographical location of the region and the individual states, their capitals, and important cities.
- B. To develop a knowledge of the historical background of the region with emphasis on Pilgrims and Puritans
- C. To know some of the leaders and their contributions.
- D. To begin understanding industrialism
- E. To develop a knowledge of the terrain and the way geographical factors influence people

III. Content

- A. Geographic features
  - 1. Rivers
    - a. Connecticut River
    - b. St. John River
    - c. Penoboscot River
  - 2. Lake Winnipesaukee
  - 3. Mountains
    - a. Green Mountains (Vermont)
    - b. White Mountains (New Hampshire)
  - 4. Bays
    - a. Cape Cod
    - b. Massachusetts
  - 5. Acadia National Park
  - 6. Terrain
    - a. Almost no flatland (some in southern Connecticut, southern Rhode Island, and southern Massachusetts)
    - b. Rough, rocky land because of ice sheet
- B. History
  - 1. Pilgrims
    - a. Reason for leaving England - religious persecution
    - b. Reasons for leaving Holland
      - (1) They had been farmers - forced to be city workers
      - (2) They had difficulty in making a living
      - (3) Children began to speak Dutch

- c. Decision to go to America
- d. Trip on Mayflower
- e. Arrival at Plymouth, 1620
- f. Mayflower Compact
- g. First winter
  - (1) Near failure
  - (2) Adjustment to cold weather
  - (3) Common House - large shed used as headquarters
- h. Help from Indians (Samoset, Squanto and Massasoit)
  - (1) Promise of friendship kept for fifty years
  - (2) Showed Pilgrims ways to hunt, farm, and fish
  - (3) Resulted in first Thanksgiving
- i. Plymouth today
  - (1) Pilgrim Hall (museum)
    - (a) Miles Standish's sword
    - (b) Governor Bradford's Bible
    - (c) Old iron pots, etc.
  - (2) Plymouth Rock

2. Puritans
   - a. Reason for leaving England - religious persecution
   - b. Arrival in United States in 1630
   - c. Eight small towns founded
   - d. Largest town - Boston
   - e. First winter
     - (1) Scarce food
     - (2) Many died
     - (3) Colonies saved by supplies
   - f. Governor Winthrop - Leader
   - g. A lot in the village and 20 acres of land to each settler
   - h. Differences between Puritans and other colonists
     - (1) Better prepared for initial voyage and settlement
     - (2) Thrifty
     - (3) Strict and solemn
     - (4) Opposed playing games on Sundays
     - (5) Christmas not celebrated as a holiday
     - (6) Opposed wearing belts, hatbands, or ornaments
   - i. Did not allow anyone who was not a member of their church to vote
3. Roger Williams and the founding of Rhode Island
   - a. Providence - capital
   - b. Religious freedom
4. Thomas Hooker and the founding of Connecticut
   - a. Settled Connecticut Valley
   - b. Founded Hartford (1636)
5. Maine, New Hampshire, and Vermont
6. Indian War
   - a. King Philip (son of Massasoit who led the Indians against the English)
   - b. Last of Indians wars in New England country

7. Colonial New England
    a. Village plan
        (1) Carpenter shop, blacksmith, church, school, inn, sawmill, and homes
        (2) Center of village - the common
    b. Village life
        (1) The church
            (a) Sunday - most important day
            (b) Long sermons
            (c) Methods used to keep congregation awake - feather tickling or thump on the head
        (2) The school
            (a) Bible reading
            (b) Reading, writing and arithmetic
            (c) New England Primer
        (3) The inn
            (a) Lodging for travelers
            (b) Mail stop
            (c) Center for new dispersal and discussion
        (4) Men's work
            (a) Cut trees
            (b) Cleared fields of stones
            (c) Made fences
            (d) Farmed
            (e) Made furniture
            (f) Hunted
            (g) Fished
        (5) Women's work
            (a) Cooked meals
            (b) Did housework
            (c) Tended the garden
            (d) Made soap, butter, cheese, candles, and cloth
            (e) Sewed clothes
        (6) Punishment
            (a) Prison
            (b) Whipped
            (c) Hanged
            (d) Ducking stool (gossip)
            (e) Stocks or pillory (telling lies)
        (7) Family life
            (a) Knitting and sewing
            (b) Cleaning and repairing tools
            (c) Storytelling
            (d) Singing
            (e) Bible reading

C. Making a living - past and present
    1. Farming
        a. Past
            (1) Most important grains were corn and rye
            (2) They produced most of their own food

- b. Present
    - (1) It supplies milk for large cities
    - (2) One-third of the farm income comes from dairy products and another third from poultry and eggs
    - (3) Special products are grown in certain areas
        - (a) Cranberries on Cape Cod
        - (b) Potatoes in northern Maine
        - (c) Maple in Vermont
        - (d) Tobacco in Connecticut River Valley

2. Furs and furtrading
    - a. Past
        - (1) Traded with Indians
        - (2) Shipped to England
    - b. Present
        - (1) Animals are raised on farms
        - (2) Quality of furs is better as a result
        - (3) They are sold for fur coats and trimming
3. Lumbering
    - a. Past
        - (1) Cleared the land and used lumber to build homes, furniture, and farm tools
        - (2) Built ships
    - b. Present
        - (1) Most important product - wood pulp (used in making paper and rayon)
        - (2) Different kinds of products from baseball bats to mixing bowls
4. Fishing
    - a. Past
        - (1) Cod
        - (2) Processing of fish (splitting and opening the cod, washing the cod in salt brine, salting the cod, drying the cod, and shipping the cod to other areas)
    - b. Present
        - (1) Boston - greatest fresh fish market in the U.S.
        - (2) Packed in ice and sold to stores and restaurants
5. Trading
    - a. Past
        - (1) Clipper ships
        - (2) Boston - busiest and biggest seaport
    - b. Present
        - (1) Boston still a busy port
        - (2) Imports - rubber, hides, and wool
        - (3) Exports - machinery, shoes, cotton and woolen goods, and paper
6. Manufacturing
    - a. Past
        - (1) Things made by hand
        - (2) Products made at home - chairs, dishes, rakes, ax handles, wagons, barrels, pots and pans, nails, and cloth

- (3) Products made in small shops
- (4) Power machines
    - (a) Samuel Slater - power machine to spin thread
    - (b) Power looms
- (5) Eli Whitney and interchangeable parts (1800)
- (6) Mass production

b. Present
- (1) Assembly line production
- (2) Thousands of workers
- (3) Products - paper and wood pulp, electrical equipment, firearms, and automobile equipment
- (4) Providence - jewelry making center
- (5) Connecticut products - hardware, pins, clocks, locks, electric motors, etc.

D. States and Capitals
1. Maine - Augusta
2. Vermont - Montpelier
3. New Hampshire - Concord
4. Massachusetts - Boston
5. Connecticut - Hartford
6. Rhode Island - Providence

E. Climate
1. Cold, long winters
2. Cool, short summers

IV. Activities

A. Suggestions for problem questions:
1. Why did the Pilgrims decide to start a new life in America?
2. Why was New England our first great manufacturing region?
3. How do you think natural resources, rivers, and harbors helped New England's cities and manufacturing industries grow?
4. We have a law that guarantees the right of religious freedom for all. Do you think that this law alone can preserve our religious freedom? Why or why not?

B. Write for free literature.

C. Collect news articles pertaining to region.

D. Make maps of region.
1. Use political maps to aid learning state locations and names, capitals, and other important cities and places.
2. Learn to spell names of the states.
3. Use product maps.
4. Have maps drawn of the region freehand.

E. Read stories and books about Eli Whitney, Samuel Slater, Ben Franklin, Paul Revere, and other noted people.

F. Read fiction with regional background.

G. Prepare displays or exhibits of products.

    1. Actual products
    2. Pictures - charts
- H. Make special studies of industries and occupations.
- I. Make special studies of early settlers and reasons for settling in certain areas.
    1. Reports
    2. Pictures
    3. Dioramas
    4. Reading stories to group
    5. Dramatizations
- J. Show film, filmstrips, etc., in relation to any areas of content being studied.
- K. Make studies of New England's famous people.
- L. Present information collected in special studies. (possibility of inviting guests for this)
- M. Have discussion groups guided by problem questions.
- N. Prepare glossary of vocabulary pertaining to unit.
- O. Do craft work.(making candles, weaving, etc.)
- P. Make flashboard game (flash cards cut into state shape: questions pertaining to state written on cards).
- Q. Prepare chart of map questions to be used for group discussions.
- R. Dramatize some of the following incidents.
    1. The first Thanksgiving
    2. Samoset comes to Plymouth
    3. Roger Williams starts a new settlement
    4. A boy in Boston gets a new pair of shoes
- S. Make a mural that tells the story of the Pilgrims.

V. Suggested materials (periodicals)

- A. Woman's Day - August 1964, "Maine and Her Artists" - pp. 62-68
- B. Holiday - September 1963, "The Mixed Blessings of Cape Cod" - pp. 30-42
- C. Holiday - August 1964, "The Right Little Island"
- D. National Geographic Magazine
    1. May, 1951, "Mountains Top Off New England" Cotton, F. Barrows, Sisson, Robert F.
    2. January, 1951, "The Merrimack: River of Industry and Romance" Atwood, Albert, Stewart, B. Anthony and Fletcher, John E.
    3. September, 1952, "Down East Cruise," Horgan, Tom and Marden, Luis
    4. July, 1953, "Gloucester Blesses Its Portuguese Fleet," Marden, Luis
    5. April, 1954, "Sugar Weather in the Green Mountains," Greene, Stephen and Sisson, Robert F.
    6. June, 1955, "New England, A Modern Pilgrim's Pride," Bowie, Beverly
    7. February, 1955, "Cities Like Worcester Make America," Walker, Howell
    8. May, 1957, "We're Coming on the Mayflower," Villiers, Alan (captain) and Stewart, B. Anthony (includes John Smith's map of New England)

9. November, 1957, "How We Sailed Mayflower II" (enlarged painting of Mayflower II separate from magazine) Villiers, Alan
10. February, 1959, "Maine's Lobster Island, Monhegan," Graves, William
11. September, 1960, "Childhood Summer on the Maine Coast," Strong, Arline
12. June, 1961, "Old Whaling Days Still Flavor Life on Sea-Swept Martha's Vineyard," Graves, William
13. August, 1961, "The Friendly Huts of the White Mountains," Douglas, William
14. August, 1962, "Cape Cod," Kenny, Nathaniel T.
    "The Old Boston Post Roads," Chidsey, Donald

MIDDLE ATLANTIC STATES

MIDDLE ATLANTIC STATES

I. Overview

Although a child living in Littleton is aware of the many aspects of his own community, his knowledge of a large metropolis such as New York City is frequently limited because of a lack of experience. The study of the large city as a distinct organization will help the child grow in an understanding of the complexities and differences between the large city and his own community. A study of the Middle Atlantic States will provide the child with the opportunity to explore the factors behind the development of a large metropolitan area and its importance to the whole society.

The states to be studied include New York, Pennsylvania, New Jersey, Delaware, and Maryland. Time for the unit is two weeks.

II. Objectives

A. To become more aware of the area called the Middle Atlantic States

B. To observe and learn how geographical location and natural resources may influence an area's growth

C. To gain an understanding of the history of this region and the way its growth contributed to the growth of the rest of the country

D. To gain an understanding of the concept of a large city and its reasons for importance

E. To draw comparisons between these states and the southeastern and New England states

F. To gain a knowledge of particular aspects of importance of each individual state

III. Content

A. The Middle Atlantic states
   1. New York
   2. New Jersey
   3. Pennsylvania
   4. Delaware
   5. Maryland

B. Algonquins - first settlers
   1. Lived in round or oval wigwams which were made by covering a framework of saplings covered with slabs of elm bark
   2. Constructed birchbark boxes
      a. Edges sewn together by splitting the tender roots of the spruce tree

        - b. Used to hold food, trinkets, and other objects

- C. Woodland Indians (lived by a combination of hunting and farming)
    - 1. Five nations of the Iroquois
        - a. Tribes - Mohawk, Oneida, Onondaga, Cayuga, Seneca
        - b. Government
            - (1) Women nominated members of the tribal council
            - (2) Each tribe sent a given number of its chiefs to the great federation council
    - 2. Other tribes - Massachuset, Mohican, Delaware, Pequot, Powhatan, Fox, Winnebago, Shawnee, Sauk

- D. European explorers in this region
    - 1. Champlain
    - 2. Hudson
    - 3. Captain John Smith

- E. Dutch settlement on Manhattan Island
    - 1. Called New Amsterdam or New Netherland
    - 2. Eventually taken over by the English
        - a. New Netherland became New York
        - b. New Amsterdam became New York City

- F. William Penn
    - 1. Granted land which took in most of Pennsylvania and some of Delaware
    - 2. Good to the Indians living there

- G. Lord Baltimore
    - 1. Established St. Mary's City as chartered by the English crown
    - 2. Maryland became a refuge for Roman Catholics fleeing persecution in England.

- H. Swedish settlement in Delaware and parts of New Jersey
    - 1. The Swedish settlers built the first log cabins in America
    - 2. They called their settlement New Sweden

- I. Revolutionary War
    - 1. Battles
    - 2. Continental Congresses in Philadelphia

- J. Similarity of land forms in Middle Atlantic states and Southeastern states
    - 1. Plain
    - 2. Piedmont
    - 3. Mountain

- K. Three great bays of this area (gateways)
    - 1. New York
    - 2. Chesapeake
    - 3. Delaware

L. Reasons for manufacturing center
  1. Good harbor
  2. Rivers
  3. Good farm lands
  4. Excellent system of transportation
  5. Climate
  6. Water power - Niagara Falls
  7. Minerals
    a. Coal
    b. Zinc
    c. Bauxite
    d. Salt
  8. Workers

M. Products
  1. Gasoline
  2. Clothing
  3. Ships
  4. Machinery
  5. Steel
  6. Chemicals

N. Large cities in Middle Atlantic states
  1. New York City
    a. Statue of Liberty
    b. Subway
    c. United Nations
    d. Central Park
    e. Fifth Avenue
    f. Broadway
    g. Boroughs
      (1) Queens
      (2) Bronx
      (3) Brooklyn
      (4) Manhattan
      (5) Richmond
    h. Harbor
    i. Varied people (ethnic groups)
    j. City dwellings
    k. Suburbs
  2. Buffalo, New York
    a. Erie Canal
    b. Niagara Falls
    c. Near the Great Lakes and St. Lawrence Seaway
  3. Newark, New Jersey
    a. Manufacturing center
    h. Close to New York City
  4. Trenton, New Jersey

5. Atlantic City, New Jersey
   a. Near the shore
   b. Excellent vacation area
6. Philadelphia, Pennsylvania
   a. Independence Hall
   b. Liberty Bell
7. Pittsburgh, Pennsylvania
   a. Steel manufacturing
   b. Many rivers
   c. Coal fields
8. Annapolis, Maryland
   a. Naval Academy
   b. Located on Chesapeake Bay
9. Baltimore, Maryland
   a. Steel made from large amounts of iron ore
   b. Fish canning
   c. Airplanes and ships built here

IV. Activities

A. Suggestions for problem questions:
   1. Why did colonists want to produce their own iron?
   2. Why do manufacturers build factories in this region?
   3. Why was the Erie Canal a success?
   4. Why did the Dutch settlers permit the English to take over the settlement?
   5. Why didn't Penn and his settlers have trouble with the Indians?
   6. Why was the steamboat a positive influence on trade?

B. Motivational
   1. Plan a bulletin board which highlights some major features of this area.
   2. Begin a discussion of the area asking the class to give all the facts they know.
   3. View a movie or filmstrip.
   4. Show slides if possible.
   5. Use music - such as New York Wonderland, by Kostelanetz, and take a musical tour of New York.
   6. Read a story about an important person from the middle Atlantic states.
   7. Display library books.
   8. Display maps and travel folders from these states.

C. Developmental
   1. Write to the Chamber of Commerce in each of the state capitals.
   2. Construct a New York skyline using boxes.

3. Make papier-mache or salt and flour maps of the five-state area.
4. Draw murals of early life in this area.
5. Compile individual and class scrapbooks composed of newspaper articles about this area.
6. Make postcards.
7. Do research reports.
8. Do short skits depicting early days of the states.
9. Listen to radio programs or watch television programs which bring out the important facts about each state.
10. Write imaginary letters to people living in New York or other cities. Ask questions concerning the city.
11. Write narrations for a film shown without sound.
12. Write to the Board of Education in any of the large cities. Request a fifth grade class with whom your class could correspond.
13. Select one library book about the area. Have the children alternate reading and reporting on one or two chapters a night.
14. Characterizations - have children assume the part of a citizen living in a city in one of the mentioned states.
15. Make travel posters encouraging travel to these areas.
16. Play What's My Line of Work.
17. Make dioramas.
18. Make a large floor plan of New York City.
19. Make puzzle maps.
20. Make portraits of famous people from these states.
21. Do a newspaper as if written in early days of one of the states.
22. Dress dolls in costumes of early and present day.
23. Make puppets.
24. Do worksheets requiring research.
25. Have children put up bulletin boards.
26. Write to any one of the agencies mentioned as possibilities for free and inexpensive material.
27. Make a roller movie.
28. Make individual atlases of the area.

D. Culminating
1. Stump the experts - each row makes up five questions which have to do with the unit. Five experts are chosen to sit in front of the room. When one cannot answer, the expert sits down and the questioner takes his place.
2. Tests
    a. Short answer
    b. Open book
    c. Multiple choice
    d. Class constructed tests

3. Plan to exhibit all projects completed during the unit. Display these in an area where other children may view them.
4. If any short plays, etc., have been written, present these to another fifth grade who is or will be studying this area.
5. Interview a member of the class who has done research in a particular area related to the states studied.
6. Write a test in class without any sources.
7. Plan to take another class on an imaginary trip through New York City.
8. Have a spelling test of words from the unit.
9. View films.
10. Have class evaluation of the unit as a whole. (Suggestions for improvement.)
11. Secure a speaker who has traveled extensively in this area - perhaps the speaker will have slides of the area. (Parents or fellow teachers)
12. Have individual groups present some of the most important points studied.
13. If possible, send one project to the class you are writing to.
14. Present a television show for parents and other classes.
15. Present reports to other classes.
16. Put up a bulletin board in another part of the school.

A NEW NATION IS FOUNDED

A NEW NATION IS FOUNDED

I. Overview

Although agencies and activities outside of school pursuits contribute to a student's learning about our democratic heritage, the school has a special role to perform. Systematic instruction is a necessity to assure the development of the intellectual foundations of the commitment to democratic ideals and processes. This unit provides an opportunity for the student to participate in such planned instruction.

This unit is designed for a period of approximately three weeks.

II. Objectives

A. To understand and to learn the chronology of events in the founding of our nation
B. To understand and to learn the origin and basic plan of our present form of government
C. To understand the responsibilities and privileges of citizenship in our democracy
D. To develop an appreciation of the contributions of the early patriots who helped found this country

III. Content

A. Conflict of English and French in North America
  1. French held Ohio Valley.
    a. English settlers objected.
    b. Indians allied with French.
    c. Small clashes resulted.
  2. French and Indian War started in 1754 and continued until 1763.
    a. Part of world wide conflict between France and England began.
    b. English lacked knowledge of wilderness type warfare.
    c. Washington aided English.
    d. English victory resulted in France's losing all territory in North America.
    e. English victory changed colonial ideas.
    (Refer to unit activities one to seven)

B. Trouble develops between England and the American colonies
  1. England wanted the colonists to remain east of the Appalachian Mountains.
  2. Trade laws were enforced by England.
    a. Colonists told to sell all raw materials to England.
    b. Sugar was taxed.
    c. Stamp Act required on all valuable papers.
  3. The colonists resisted these laws.
    a. People refused to obey trade laws.
    b. Stamp tax ignored.
    c. Tax offices burned.
    d. Tax collectors run out of towns.

4. Boston Tea Party was held.
   a. People refused to buy tea because of tax.
   b. Ships of tea from England could not be unloaded.
   c. Citizens guarded Boston docks.
   d. Men dressed as Indians boarded the ships.
   e. Tea was thrown into the water.
   f. Boston is punished by England.

C. Colonists organized for resistance to England
   1. First Continental Congress met in September, 1774.
   2. Minute Men trained for battle.
   3. Second Continental Congress assembled.
   4. Lexington and Concord started the conflict.
   5. Bunker Hill was next battle.
   6. Colonists were fighting for their rights.
      (Refer to unit activities 8-21)

D. Desire for independence develops
   1. Patriots influence trend toward independence.
      a. John Adams
      b. Patrick Henry
   2. Second Continental Congress voted for independence in May, 1775.
   3. Committee writes Declaration of Independence.
      a. Appointed by Second Continental Congress
      b. Jefferson, Franklin and Adams
   4. Declaration adopted on July 4, 1776
      a. List of grievances
      b. Equality of men
      c. Inalienable rights
      d. Pledge made by founders
      (Refer to unit activities 22-25)

E. Events of Revolutionary War
   1. Famous land campaigns held.
      a. Washington leads armies along the eastern coast.
      b. George Rogers Clark captures area west of the Appalachian Mountains.
   2. John Paul Jones wins battles at sea.
   3. Help from Europe arrives.
      a. Young generals aid Washington
      b. France sends ships and men
   4. Cornwallis surrenders at Yorktown.

F. Treaty of Paris signed in 1783
   1. Independence of the United States recognized by England.
   2. Boundaries of United States determined.
      (Refer to unit activities 26-35)

G. Governing the new nation
   1. Confusion develops under Articles of Confederation.
      a. States were quarreling among themselves
      b. Trouble with foreign countries developed over trade
      c. Financial problems at home and abroad
      d. No central power provided
      e. Handicaps in trade

2. Constitutional Convention was held in 1787.
3. United States Constitution was framed.
    a. Provided a strong national government
    b. Set up a three department government
        (1) executive
        (2) legislative
        (3) judicial
    c. Approved by state legislatures in 1788
4. Washington became first President in 1789.
5. Bill of Rights added as first ten amendments.
    (Refer to unit activities 37-45)

H. United States expands westward
    1. Washington was President for two terms.
        a. Organized the new government
        b. Brought unity to states
        c. Settled foreign problems
        d. Set up monetary system
    2. Washington D.C. planned as new capital.
        a. Capitol erected
        b. White House to be home of Presidents
        c. Modern Washington, D.C.
    3. Louisiana Purchase made in 1803.
        a. Gave needed control of Mississippi River
        b. Purchased from France
        c. Doubled the area of the United States
        d. Explored by Lewis and Clark
    4. War of 1812 fought with England.
        a. Caused by conflict in Europe
        b. Important battles
        c. "Star Spangled Banner" written
        d. Treaty secured American rights at sea
    5. Effect of War of 1812.
        a. United the American people
        b. Interest in Europe waned
        c. United States industries began developing rapidly
        d. Westward movement greatly accelerated
        e. America's position as a free nation was fully recognized by entire world.
        (Refer to unit activities 46-58)

IV. Activities
    A. Suggestions for problem questions:
        1. Why did George Washington accept the position of commander in chief?
        2. Why did Lord Cornwallis take his army to Yorktown, Virginia?
        3. Why did the British Parliament feel that it was being perfectly fair in ordering the colonists to pay duties?
        4. Why did the writers of the Constitution develop a system of "checks and balances"?
        5. The British punished the people of Boston by preventing ships from sailing out of the harbor. Why was this a severe punishment for the people of Boston?

6. In 1773, the British were planning to sell tea cheaply to the American colonies. What important issue did the American colonie see hidden in this move? Why did the colonists refuse to buy the tea cheaply?
7. In the battle of Lexington and Concord the British succeeded in finding the colonists' stores of ammunition and destroying them. Why, then, was the battle such a failure for the British?

B. Section activities
1. Summarize and read "Evangeline" by Longfellow to the pupils.
2. Make two maps of North America showing the changes in territory after the French and Indian War.
3. Make a table top scene to show the differences in French and English fighting methods.
4. Read about Quebec today and explain why it is a French city in an English speaking country.
5. Read about the French Quarter in New Orleans.
6. Write a report on Generals Montcalm and Wolfe who fought at Quebec.
7. Write a poem about the French and Indian War.
8. Have pupils make cartoons depicting early resistance to the policies of the English.
9. Have a pupil deliver Patrick Henry's oration to the class.
10. Make a poster inviting colonists to join the Minutemen.
11. Have two teams debate on controversial issues that arose between the Colonists and the English.
12. Read about Tories and report on the topic, "All Americans Did Not Want Independence."
13. Plan a TV program, "You Are There," depicting such events as: Boston Tea Party, Paul Revere's Ride, or Meeting of the Continental Congress.
14. Contrast the lives of Nathan Hale and Benedict Arnold.
15. Present the poem, "Paul Revere's Ride," as a choral reading by the class.
16. Pretend you are a reporter for a Boston newspaper. Write a news story about the Battle of Lexington and Concord or Bunker Hill or Paul Revere's ride.
17. Have a good reader read to the class, "Tabby's Tablecloth" by Louisa May Alcott.
18. Make flags used by the colonists during the early days of the Revolution.
19. Read Emerson's poem, "Concord Hymn."
20. Sing the song "Yankee Doodle" and report about its use in the Revolution.
21. Dramatize a meeting of the Continental Congress.
22. Have a discussion on civil disobedience at this time in history and compare it with the present day.
23. Write the Declaration of Independence in your own words.
24. Make a chart showing freedoms sought by the colonists as stated in the Declaration of Independence.
25. Dramatize the meeting of the Second Continental Congress in which the Declaration of Independence was signed.
26. Present famous quotations and explain the situations that caused them to be said.

27. You are a soldier at Valley Forge. What would you say in letters to a friend telling him the facts about conditions in the American Army.
28. Read and discuss Washington's Rules of Conduct.
29. You are Cornwallis. Tell your prime minister why you had to surrender at Yorktown.
30. Make a chalkboard time line to follow the sequence of events through the Revolutionary War Era.
31. Make an outline map showing the main areas of fighting.
32. Make a map showing the boundaries of the new United States.
33. Dramatize the surrender of Cornwallis at Yorktown.
34. You are a flag maker and you have been asked to submit a design for a new American flag. Draw a design that you might submit.
35. Write an essay on France's role in helping to win the Revolutionary War.
36. Draw a cartoon of any event that interests you. (Perhaps have students develop editorial cartoons as they might reflect different British and American points of view.)
37. Imagine you are a visitor in New York when news of the ratification of the Constitution reaches the city. Describe the reactions of the people.
38. Select several students to enact roles of Washington, Madison, Jefferson, Hamilton, and Franklin and hold a joint press conference on why the Constitution should be adopted.
39. Have students debate the following points:
    a. Checks and balances
    b. Power of the President to veto
    c. Lack of safeguards for liberty
    d. Representation in Congress
40. Write an essay on the three branches of government set up by the Constitution.
41. Write editorials advocating or objecting to the adoption of the Constitution.
42. Read about the election of a president in Washington's time and compare it with today.
43. Find out the number of times the Constitution has been changed, what some of the important changes have been and what is the latest change that has been proposed.
44. As a citizen of Rhode Island in 1787 you might not have been enthusiastic about the new Constitution. Write a letter to Washington explaining your point of view and that of other Rhode Islanders who didn't elect delegates to the Convention.
45. Write an explanation of the saying "not worth a Continental."
46. Make a two-part poster that contrasts the modes of transportation of 1787 and today.
47. Imagine you are a real estate man offering land for sale in the Northwest Territory. Write an advertisement.
48. Imagine you are a reporter for the Boston Gazette. Write a news story telling about the Louisiana Purchase.
49. Imagine you are a resident of New Orleans when the news arrives that Louisiana Territory has been purchased. Describe the reactions of the people in the city.

50. Compare the way George Washington took the oath of office with the way President Johnson took the oath of office in 1963.
51. Give a report about Frances Scott Key and the writing of the "Star Spangled Banner." Have the group sing the anthem.
52. Discuss how news reached people during the War of 1812. Explain why the battle of New Orleans was fought after the war had ended.
53. Dramatize the meeting of Robert Livingstone and Napoleon to discuss the sale of Louisiana.
54. Draw a picture of Lewis and Clark among the Indians in an Indian Camp.
55. Read stories about Sacajawea the Indian girl guide for Lewis and Clark.
56. Have a committee make a large pictorial map of the territory explored by Lewis and Clark and by Pike. Draw appropriate pictures and sketches on the map.
57. Play Hal Lord's tape "God Bless America" and show the slides that accompany it. District A-V.
58. Use some of the plays from They Helped Make America by Kissen. Houghton Mifflin
59. For art appreciation show some of the following flat pictures:
    a. John Paul Jones
    b. Thomas Jefferson
    c. John Adams
    d. George Washington
    e. In Congress, July 4, 1776 (these are available at the A-V Center)
    f. "Declaration of Independence" by John Trumbull
    g. "Spirit of 1776"
    h. "Washington Crossing the Delaware"
    i. "Surrender of Cornwallis"
    j. "Washington" portrait by Gilbert Stuart

NORTH CENTRAL STATES

NORTH CENTRAL STATES

I. Overview

The student will have just finished learning how the colonies along the Atlantic coast became states and formed a new nation. Beginning the next unit with a study of the pioneer's movement into the Mississippi Valley country will help ease the children naturally into a study of the past and present of the North Central states.

The time allotted for social studies each day is approximately 45 minutes. The library hour could at times be used for research. Other periods such as art and music may at times be used if it can be related to the unit.

The North Central states are considered to be the following: North Dakota, Minnesota, Michigan, Ohio, Illinois, Nebraska, Iowa, South Dakota, Wisconsin, Indiana, Kentucky, Missouri, Kansas.

Although the inter-disciplinary approach (sociology, anthropology, history, geography, etc.) will be utilized, this unit lends itself particularly to the development of the child's knowledge of economics (farms, mines, factories).

The teacher might find it beneficial to talk to fellow teachers who grew up in the North Central state's region. Sometimes they can provide information which will make it more interesting for the pupil, as well as the teacher. If the teacher feels inadequately prepared or needs to refresh her memory in the historical background for the unit, any good text (junior or senior or college) will provide a rapid review.

This unit is designed for a period of approximately three weeks.

II. Objectives

A. To develop an understanding of rural life as contrasted to urban life

B. To develop an understanding of the various changes that have resulted from mechanization both agriculturally and industrially

1. Progress results only when risks are taken.
2. Region has developed into world's "food basket" through efforts of its people.
3. Region is important for manufacturing and mining as well as being "hub" of nation for transportation and communication.

C. To become familiar with the geographic features of the region

D. To develop a knowledge of the historical background of the region

III. Content

A. Who was Daniel Boone, and how did this man's activities affect the development of the North Central states?

1. Served as a guide when his family moved from Pennsylvania into North Carolina.
2. Moved into Kentucky.
3. Blazed Wilderness Trail with assistance of thirty other men.
4. Established Boonesborough.

B. What were some of the reasons the pioneers moved westward and what routes and types of transportation did they use? What were some of the risks they took?
   1. Reasons
      a. Love of adventure
      b. Land given to Revolutionary soldiers
      c. Farmers seeking cheap farm lands
   2. Routes west
      a. Wilderness Road through Cumberland Gap
      b. Hudson-Mohawk Rivers
      c. Ohio River Waterway

C. What kind of adjustment did the pioneers make to their new environment?
   1. Forest lands just west of the Appalachians
   2. Prairie lands

D. What legal process did the settlers of this area follow in moving from territories to states?
   1. Local government
   2. Territory
   3. Statehood

E. What are the physical features of this land and how have they helped the region to grow?
   1. Physical features
      a. Central and Great Plains
      b. Rivers - Ohio, Mississippi, and Missouri
      c. Great Lakes
   2. Minerals

F. What is the climate like in the North Central States?
   1. Hot summers (frequently 90° or above)
   2. Cold winters (0° or below)
   3. Sometimes referred to as a continental climate
   4. Growing season (in the northern part - short, 3 to 5 months; in the south 5 to 7 months)
   5. Precipitation (in the eastern part - 20 to 40 inches a year; in the western part - 10 to 20 inches a year; in the southeastern part - 40 to 60 inches a year)

G. Why is this region called the "food basket" of the nation?
   1. Three great farming regions or belts - corn, wheat, hay, and dairy

    2. Possible to grow fruit on eastern shore of Lake Michigan (reason why)
    3. Food processing

H. Why are there so many manufacturing cities in this region? Location, transportation, raw materials, customers, workers

I. What are some of the more important manufacturing cities and what do they manufacture?
    1. Cleveland
    2. Detroit
        a. Automobile
        b. Henry Ford - the assembly line
    3. Wichita
        a. Aircraft manufacturing
        b. Wright Brothers
    4. Milwaukee
    5. Gary, Indiana
    6. St. Louis
    7. Duluth
    8. Superior

J. Why has Chicago grown to be the largest city in the Middle West? (sometimes termed "the hub of the nation")

K. What are some of the problems of a large city?
    1. The disadvantaged
        a. Jane Addams - Hull House
        b. Slums
    2. Control of factors relating to health such as smog control
    3. Transportation

L. What are the advantages and disadvantages of living on the farm? the city?

M. Who are some of the important people who lived in the region of the North Central states?
    1. Abraham Lincoln
    2. Carl Sandburg
    3. Daniel Boone
    4. Jane Addams
    5. Henry Ford
    6. Mark Carleton

IV. Activities
    A. Suggestions for problem questions:
        1. Why did Chicago become the leading rail center of the nation?
        2. Why did the French found St. Louis? Why did they pick that location?

3. Why are so many meat-packing plants located in the Corn Belt?
4. Why would the discovery of high-grade iron ore be more valuable than the discovery of equally high-grade ore in western North Dakota?
5. Why is the land in the Central Lowland easier to divide into squares than the land in the Appalachian Highland?

B. Presentation of a bulletin board with an outline of the North Central states with no names to identify each one and the sentence "Can you identify these states?"

C. Presentation of "I Wonder" statements on a newsprint sheet. (example - "I wonder if I would have gone to Kentucky with Daniel Boone.")

D. "Guess What" box which will contain an iron kettle or fluter or some other relic from this period in history.

E. Read a story about one of the interesting scouts or about pioneer life in this period.

F. Show a film available through the audio-visual department which will help the children to understand the risks the early pioneers took. (Oregon Trail does a rather nice job if no others are available.)

G. View films on manufacturing, farming, and mining in this region, In particular, a film should be shown which enables the student to understand the complexity involved in changing iron ore to steel. "The Wheat Farmer" enables the child to see some of the equipment necessary to run a farm and some of the problems the farmer must face.

H. Have some students make reports on famous people such as Jane Addams, Henry Ford, Johnny Appleseed, Daniel Boone, Cyrus McCormick, and the Wright Brothers.

I. Have the students make a large outline map of this area and locate important geographical features on it. They could also make a product map of the area. Perhaps students could be divided into groups. Each would be given a different responsibility concerning the large map of the area. Example: Rivers and other physical features, cities, products, minerals.

J. Have students write to the various states to secure information.

K. Have a center to display items brought to class--pictures of the states, dioramas, antiques from the period.

L. Give a test to help establish individual growth in the area. Might include problems such as the following:
   1. What kinds of things must a farmer think about when he decides what crops to plant?
   2. Why is the land in the Central Lowland easier to divide into squares than the land in the Appalachian Highlands?
   3. Why doesn't the Corn Belt stretch from the Appalachian Mountains to the Rocky Mountains?
   4. Why do you think a discovery of high-grade ore in the Mesabi Range was a more valuable find than a discovery in the western part of North Dakota?
   5. What is the difference between spring and winter wheat?
   6. Until 1959 it was difficult for the Great Lakes ports to send goods to Europe. Why? How did the St. Lawrence Seaway solve this problem?
   7. Why are there so many meat-packing plants in the Corn Belt?

M. Take a trip to the State Museum to see the furniture, clothing, and equipment of the pioneer period.

N. Learn songs such as "Great Grandad," "Rolling Down the Highway," etc.

O. Learn a square dance such as "Old Brass Wagon" (Music Across Our Country, Grade 4, Follett, page 95) or "Put Your Little Foot" (Singing Together, Grade 5, Ginn, page 31).

P. Have a discussion of the entertainment of the early pioneers. Allow the children to play such games as dominoes and checkers. (husking bees, spelling bees, popping corn, etc.)

Q. Develop a play concerning the pioneer movement into this area.

R. Write an alphabet puzzle concerning this unit.

S. Make a collection of pictures of different kinds of machinery used on wheat and corn belt farms.

T. Discuss the way in which the land was sectioned--townships, etc. In the old days, the government gave a settler one-fourth of a section, 160 acres, for his farm.

U. Make a mural concerning the stages in the manufacture of steel or transportation or some similarly appropriate topic.

V. Have students bring newspaper clippings concerning this group of states. Include unusual and interesting facts about these states--not for the purpose of memorization, however. (example: The largest dirt fill reservoir in the world is located in South Dakota.)

W. A viewmaster placed on a table with some pictures of this part of the country might interest the students.

X. Read poems such as "Daniel Boone" by Arthur Guiterman. (Refer to any good poetry book such as Favorite Poems Old and New by Helen Ferris, Doubleday and Company or The Arbuthnot Anthology of Children's Literature, Scott Foresman and Company.)

V. Suggested materials

A. Films
1. "Oregon Trail" District A-V
2. "Wheat Farmer" District A-V
3. "The Range 55-56," Oakland Film Library, 4316 Telegraph Avenue, Oakland, California

B. Manufacturing information
1. (ore, steel, etc.) United States Steel Corp., Public Relations Department, 71 Broadway, Room 1800, New York, New York
2. (automobiles) Educational Relations Section, Department of Public Relations, General Motors Corp., Technical Center, Warren, Michigan
3. Educational Affairs Department, Ford Motor Company, The American Road, Dearborn, Michigan
4. National Biscuit Company, Public Relations Department, 425 Park Avenue, New York 22, New York
5. Swift and Company, Agricultural Research Department, 115 West Jackson Blvd., Chicago 4, Illinois
6. American Meat Institute, 59 East Van Buren Street, Chicago 5, Illinois

C. Other
1. "Daniel Boone", Arthur Guiterman
2. Music for Young Americans, ABC Series
3. Voices of America, Follett

SOUTH CENTRAL STATES

SOUTH CENTRAL STATES

I. Overview

This unit provides additional historical orientation for the understanding of the War Between the States. The states included in this area are Alabama, Arkansas, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas.

The approximate length of teaching time for this unit is two weeks.

II. Objectives
  A. To know the geographic regions and features of this region
  B. To know about the resources, climate, and industries of this region
  C. To understand the cultural background affecting the lives of the people in this area--to understand the influence of music, literature, arts, and recreation on the way of life
  D. To know about transportation and communication in this area
  E. To understand the historic development of the region

III. Content
  A. Geographic features
    1. Rivers
      (a) Red River
      (b) Sabrine River
      (c) Mississippi River
      (d) Rio Grande River
      (e) Arkansas River
      (f) Tennessee River
    2. Edwards Plateau - western Texas
    3. Appalachian Mountains
    4. Great Smoky Mountains National Park
    5. Gulf Coastal Plain
    6. Mississippi Delta
    7. Lake Pontchartrain

  B. History
    1. French settlement at New Orleans
    2. Early transportation on the Mississippi
      (a) Canoes
      (b) Flatboats
      (c) Keelboats
      (d) River boats
      (e) Barges
      (f) River pirates
    3. Early days in Texas
      (a) Invitation from Mexico for Americans to settle
      (b) Stephen Austin led a group of 300 families into the area.
      (c) 30,000 Americans in Texas by 1830
      (d) Texas Declaration of Independence in 1835

- (e) Battle of the Alamo
    - (1) Santa Ana
    - (2) 3,000 Mexicans versus 187 Texans
- (f) Became a state in 1845
- (g) Sam Houston
- (h) Mexican War

4. Early days in Cklahoma
    - (a) Oklahoma Land Rush, April 22, 1889
    - (b) Tent cities developed "overnight"
5. Oil Discoveries

C. Making a living - past and present

1. Farming
    - a. Past
        - (1) One crop - cotton
        - (2) Minerals depleted from soil
        - (3) Plantation
        - (4) Slave labor
        - (5) Civil War and its effect
        - (6) Boll weevil
    - b. Present
        - (1) Crop rotation
        - (2) Variety of crops
            - (a) Soybeans
            - (b) Rice
            - (c) Peanuts
            - (d) Corn
            - (e) Sugar
        - (3) Contour plowing
        - (4) Machines to help do the work
        - (5) Sheep and cattle ranches in Texas
2. Forestry
    - a. Past
        - (1) Cleared the land and used lumber to build houses and fences and for fuel
        - (2) Girdled the larger trees and left them to die
    - b. Present
        - (1) Sell the lumber
        - (2) One-third of lumber in U. S. comes from southern forests.
        - (3) One-half of the pulpwood produced in the South
        - (4) Takes only 10 years for tree to grow to a height making it usable for pulpwood

3. Mining
    a. Past
        (1) Little use of minerals
        (2) Alabama iron used for horseshoes and farm tools
    b. Present
        (1) Iron used to make steel
        (2) Texas, Oklahoma, and Louisiana produce more oil then any other region in U. S.
4. Manufacturing
    a. Past
        (1) Raw materials shipped to mills elsewhere
        (2) Cloth then shipped back to South
    b. Present
        (1) Raw materials utilized in factories in the South
        (2) Cloth made in the South
        (3) Rubber and chemicals
        (4) Rayon
        (5) Steel

D. Climate
    1. Average rainfall of 40 inches
    2. Western part of Texas much drier

E. Tennessee Valley Authority (formed 1933)
    1. Prevents floods
    2. Makes electricity
    3. Aids shipping
    4. Helps farmers
        (a) Carried out experiments
        (b) Made and tried fertilizers
        (c) Planted new and different crops
        (d) Planted trees

F. Important cities
    1. New Orleans, Louisiana (transfer point)
    2. Houston (seaport)
        (a) One of world's greatest cotton and oil ports
        (b) River channel widened and deepened for ocean vessels
    3. Dallas (trading center)
        (a) One of the leading trading centers
        (b) Manufacturing center
        (c) Oil capital
        (d) Biggest inland cotton market
        (e) Clothing, petroleum products, metal products, textiles, airplanes, and flour
    4. Fort Worth (shipping and trading center)
        (a) Packing plants
        (b) Aircraft factory

IV. Activities
    A. Suggestions for problem questions
        1. Why is it better for the South to grow a variety of crops instead of just cotton?
        2. [illegible] land [illegible] tter for raising
           ead of [illegible]

3. Why has more land become available for grazing in the South?
4. Why did the discovery of oil in Beaumont, Texas, help Houston become a great seaport?
5. In what way has better transportation improved the beef we eat?

B. Map constructions using various materials such as salt and flour, clay, or papier mache, to emphasize land forms.

C. Outline maps can be enlarged onto tag-board or cardboard (use opaque projector) to show rainfall, land use, population, products, etc.

D. Individual or group activity maps can be used to depict the individual states and then combined as a total classroom project.

E. Oral or written reports can cover a variety of subjects. Several suggestions are given below that are pertinent to this unit. Reports should be limited in number as well as length and should have a definite purpose.
1. People
    (a) Stephen Austin
    (b) Van Cliburn
    (c) Sam Houston
    (d) Jim Bowie
    (e) Davy Crockett
    (f) General Taylor
    (g) General Scott
    (h) Will Rogers
    (i) Lafitte
    (j) Andrew Jackson
    (k) Eli Whitney
    (l) Audubon
    (m) Charles Herty
    (n) Joel Chandler Harris
    (o) Al Hirt

2. Other suggestions for oral or written reports:
    - Cotton
    - The Alamo
    - Mining sulfur
    - Sugar
    - Synthetic fibers - nylon, rayon
    - Bauxite
    - Paper
    - Petroleum - include off-shore drilling
    - Conservation - TVA
    - Music
        - Jazz and New Orleans
        - Negro spirituals
        - Indian folk songs
    - Salt
    - Oklahoma land rush
    - Irrigation
    - Peanuts
    - Atomic energy
        - History
        - Peacetime uses of
    - National Parks in the area
    - Indians of the area
    - Sea fishing - shrimp
    - Tobacco
    - Battle of the *Monitor* and the *Merrimac*

F. Leather work

G. Model of a cattle ranch

H. Model of the TVA

I. National Parks - dioramas, pictures

J. Notebooks - scrapbooks

K. Sponge printing

L. Charts on the uses of cotton

M. Display - what peanuts are used for

N. Grow peanuts

O. Pretend you're a farmer with four fields. Set up a crop rotation plan. Leave one field fallow. Make a chart showing this.

P. Plan, serve, and eat a southern dinner. Plan different menus you might have that are typical of this area.

Q. Field trip to an oil refinery.

R. Write: American Petroleum Industry, 1271 Avenue of the Americas, New York, New York 10020. They have a series of maps and charts that are very clear and interesting.

S. Do skits: the Alamo, Oklahoma Land Rush, Eli Whitney and the cotton gin.

T. Display sample kinds of soil.

U. Make a model of a delta.

V. Read Tom Sawyer or Huckleberry Finn and make a report or read together in class and make a mural of some scenes.

W. Display and report on rice.

X. Make murals.

Y. History of the Negro - read First Book of Negroes, Langston Hughes, Franklin Watts, New York.

Z. Make a mobile of states and capitals and products.

AA. Do bulletin boards.

BB. Make flags for each state out of paper or cloth.

CC. Make a scroll of important information.

DD. Dress dolls according to different periods and bring to school.

EE. Prepare a travel folder with maps, illustrations, and written descriptions.

FF. Tape record discussions, poems, stories, debates.

OUR COUNTRY DIVIDED - OPEN CONFLICT

OUR COUNTRY DIVIDED - OPEN CONFLICT

I. Overview

It should be understood that the Civil War resolved previously unsolvable problems of slavery and a state's legal relationship to the federal government. It should be understood that it did not abrogate the questions of individual rights or sectional differences.

The study should relate to the pupils' different social and cultural characteristics developed in the North and South because of historical, geographical, and economic differences. This unit is designed for a period of approximately three weeks.

II. Objectives

A. To understand the difference between the "states rights" philosophy and the "federal" philosophy
B. To become aware of reasons for sectional differences
C. To understand that war creates its own problems
D. To appreciate problems that the U.S. faced after the war
E. To understand and appreciate national heroes of the era
F. To recognize the impact of the movements, music and literature of the era
G. To strengthen skills in the use of maps and charts in following the progress of the war

III. Content

The content to be covered correlates with the general objectives.

A. To understand that differences in philosophy of government are inherent in a democracy
  1. Review the Constitutional problems of federal government versus states rights.
  2. The Constitution is open to interpretation, e.g., Article 10 of the Bill of Rights limits federal power in favor of the states.
  3. It should be understood that "States Rights" was a factor in the downfall of the South.
B. To appreciate reasons for sectional differences
  1. The environmental differences of the sections, as well as the cultural differences

2. The industrial North versus the agricultural South
    a. The Industrial Revolution in Europe should be mentioned as a contributing factor.
    b. North and West were trading allies.
    c. The South tended to favor the use of slaves.
        (1) The crops in the South required more work than crops raised in the North.
        (2) Northern states were more industrial.
        (3) Immigrants in the North worked in the factories. (South had little need for paid workers from abroad).
        (4) By 1960, approximately nine million people were living in the South (of these more than one third were slaves).
3. The Louisiana Purchase
    a. Whether the new states were to be slave or free was an issue which would affect the balance of power in the Congress.
    b. Study the economic ties of the northern and western states.
    c. The land in the South was wearing out, and expansion was necessary.
    d. The Missouri Compromise postponed the war.
4. The North favored a strong federal government for protective tariffs and building of roads and waterways.
    a. The South didn't want to share in the payment.
    b. The tariffs raised prices of the English goods which the South consumed.
5. The cotton gin intensified agriculture in the South.

C. To understand that war creates its own problems
1. The war created the problems of the destruction of land and property--total warfare.
2. There was the problem of displaced people.
    a. Slaves were untrained for their new social role.
    b. Slaves were untrained for any economic role.
    c. The problem of the post-bellum carpet baggers.
3. The war itself changed its form
    a. War was now a mechanized, mobile affair.
    b. This was the beginning of modern warfare.

D. To appreciate problems that the U.S. faced after the war
1. The reconstruction of the South
    a. Lincoln has plans for a merciful reconstruction.
    b. Congressional plans called for a more severe reconstruction.
    c. The Freedman's Bureau
    d. Andrew Johnson as President of the United States
    e. The Ku Klux Klan
    f. The 13, 14, and 15th amendments to the Constitution
    The end of the military occupation

2. Public Health agencies coped with welfare of the South.
3. Emotions generated by the war are still apparent today.
4. The role of the Negro in today's society as a result of the war.

E. To understand and appreciate national heroes of the era
  1. People involved during the war and their contributions
    a. Jefferson Davis - President of the Confederacy
    b. Robert E. Lee - General of the southern armies
    c. Ulysses S. Grant - Commander-in-chief of the northern forces
    d. David Farragut - naval hero, captures New Orleans
    e. John Wilkes Booth - assassin
    f. "Stonewall" Jackson - brilliant southern general
    g. William Sherman - brilliant northern general
    h. Clara Barton - founder of the Red Cross
    i. Harriet Tubman - runaway slave with the Underground Railway
    j. Philip Sheridan - northern general, scorched earth policy executor in the Shenandoah Valley
    k. Booker T. Washington - founded Tuskegee Institute

F. To gain knowledge of main events in the course of the war
  1. Abraham Lincoln's election forced the secession of the southern states.
  2. The southern states seceded from the Union.
  3. Fort Sumter was fired upon by the South in an effort to force the North to surrender what was considered southern property.
  4. The South won most of the early battles of the war.
    a. They had the best trained military establishment.
    b. The North was unprepared.
    c. The northern blockade of the southern ports cut off supplies from Europe which were vital to the southern war effort.
  5. The Monitor versus the Merrimac encounter had an enormous effect on future naval engagements.
  6. The Battle of Antietam Creek
    a. The Emancipation Proclamation was issued by the Union which declared the slaves free.
    b. This put the European powers on the side of the North, since it was now a battle for freedom.
  7. The Battle of Vicksburg
    a. The South was now split in two by Union forces.
    b. The Mississippi River was lost to the South.
    c. The western food supply was lost to the South.
    d. This thrust U.S. Grant into national prominence.
  8. Gettysburg
    a. This was the turning point of the war - in favor of the North.
    b. This was the farthest point North that the Confederate
       vanced.
       g Address" by Lincoln
       became a national cemetary

9. Schorched earth policy issued by the North. (Sherman was ordered to march through Georgia to the sea.)
10. The manufacturing North was now more able to conduct the war.
11. The unequal numbers of men began to tell, as the South was unable to refurbish their dwindling forces.
12. Lee finally surrenders at Appomattox, Virginia.
13. Lincoln is assassinated by Booth.

G. To understand the emotional impact of the movements, music and literature of the era
   1. Events other than the war had a great emotional impact on the people on both sides.
      a. Harriet Beecher Stowe's "Uncle Tom's Cabin" had a great effect on both the North and the South.
      b. William Garrison and the Abolitionists in the North.
      c. John Brown and the Harper's Ferry fiasco
      d. Julia Ward Howe's "Battle Hymn of the Republic" rallied northern forces.
      e. "Dixie" was a representative song of the South.
      f. Lincoln's assassination had a great emotional effect on the people.
         (The trial and subsequent execution of the conspirators was indicative of this.)

H. To strengthen skills in the use of maps and charts in following the progress of the war.

IV. Activities

A. Suggestions for problem questions
   1. Southerners were unhappy about the result of the 1860 election. Why?
   2. Why did the "Emancipation Proclamation" fail to free all the slaves immediately?
   3. How did Northern and Southern politicians take advantage of the Negro? How were Negro rights set back for many years?
   4. Why did many Frenchmen and Englishmen want their countries to side against the North in the Civil War?
   5. Why did slavery make the life of the very small Southern farmers difficult?
   6. Why did it take the South a long time to recover after the war?
   7. Why was it hard for newly-freed Negroes to make a living after the war?

B. Have panel presentation on subjects that relate directly to the theme, "Mr. Lincoln's Role in Today's America." Children would pick topics which particularly interest them.

C. Have a mock trial with the North and the South on trial. The point at hand could deal with the subject of the South's right to secede from the Union. Both sides would have representatives, and the jury would decide which side presented its case best.

D. Have students or adults from the community who have been to Lincoln shrines and parks talk about what they saw and show souvenirs and color slides.

E. Exchange correspondence, pictures, and souvenirs with a school in the South.

F. Display a large map of the U.S.A., and the cities named Lincoln could be pointed out.

G. Use the opaque and show pictures in books and magazines of events dealing with the Civil War.

H. Make a salt map showing the states of the Union, Confederacy, and the border.

I. Make a display of the beginnings and the progress of the cotton industry.

J. Select children to research some of the main characters of the Civil War to portray events of their lives through dramatic play.

K. There were many uniforms during the war. Some children could make stand-up soldiers from cardboard and paint on the uniforms.

L. Break into committees, and have the group write a short skit about a highlight of the war. Upon completion put the skits together for a play presentation.

M. Make puppets to dramatize events of the Civil War.

N. Pins can be put in a large map of the U.S. showing the sites of the major battles. Blue and gray pins could be used to indicate the victors.

O. Make a time line of the events of the development of the North and South from the year 1700.

P. Have two children portray Lincoln and Douglas, and paraphrase the Lincoln-Douglas debates.

Q. Give a test to help establish individual growth in the area. Might include problems such as the following:
   1. Changes in Southern farming, forestry, manufacturing, and mining
      a. What are some things that help bring about change?
      b. Is it difficult for people to make changes in their ways of earning a living?
      c. What other regions that you have read about have changed in ways of earning a living?
   2. Significance of "New South"
   3. Manufacturing of finished goods from its raw materials

ROCKY MOUNTAIN STATES

ROCKY MOUNTAIN STATES

I. Overview

This unit will precede the unit on Colorado. Many aspects studied in connection with the Colorado unit will have a high correlation with the other Rocky Mountain States. The states included in this region are Idaho, Utah, Montana, Nevada, Colorado, New Mexico, Wyoming, and Arizona.

This unit is designed for a period of approximately two weeks.

II. Objectives

- A. To become familiar with the geographic features of the region
- B. To understand the effect that the scarcity of water and the ruggedness of the terrain have had on the development of the Rocky Mountain region
- C. To develop a knowledge of the historical background of the region

III. Content

- A. Geographic features
  - 1. Rivers
    - a. Missouri River
    - b. North Platte River
    - c. Yellowstone River
    - d. Green River
    - e. Colorado River
    - f. Arkansas River
    - g. Gila River
    - h. Rio Grande River
    - i. South Platte River
    - j. Snake River
  - 2. Rocky Mountains
    - a. Bitterroot Range
    - b. Sangre de Cristo Range
    - c. Wasatch Range
    - d. Teton Range
    - e. Shoshone Mountains (Nevada)
    - f. Big Horn Mountains
    - g. Uinta Mountains
    - h. Salmon River Mountains
  - 3. Great Plains
  - 4. Great Basin
  - 5. Colorado Plateau
  - 6. Great Salt Lake
  - 7. National Parks and Monuments
    - a. Waterton Glacier International Peace Park
    - b. Yellowstone National Park

    - c. Grand Teton National Park
    - d. Dinosaur National Monument
    - e. Mesa Verde National Park
    - f. Black Canyon of the Gunnison National Monument
    - g. Great Sand Dunes National Monument
    - h. Rocky Mountain National Park
    - i. White Sands National Monument
    - j. Carlsbad Caverns National Park
    - k. Grand Canyon National Park
    - l. Lake Mead National Recreation area
    - m. Bryce Canyon National Park
    - o. Zion National Park
    - p. Craters of the Moon National Monument
    - q. Four Corners

B. History
- 1. Spanish exploration
- 2. Indian inhabitants
    - a. Pueblo Indians
    - b. Navahos and Apaches
    - c. Pimpa Papago of southern Arizona
    - d. Shoshone - Wyoming
    - e. Utes - eastern Utah and western Colorado
    - f. Paiutes - Nevada
    - g. Bannock Nez Perce - Idaho
- 3. Santa Fe
    - a. First permanent settlement in the Southwest
    - b. Christianizing the Indians
- 4. Settlers
- 5. Traders
    - a. They carried goods from Missouri to Santa Fe on pack mules.
    - b. Each wagon carried about 6,000 pounds.
    - c. Wagon train included approximately 20 wagons.
    - d. They spent two months on the trail.
    - e. Santa Fe became trading center for the area.
- 6. Land secured by United States after war with Mexico (1846-1848)
- 7. Gold Rush
- 8. Mormons

C. Making a living - past and present
- 1. Farming - past
    - a. Dry farming methods and irrigation
    - b. Unwise use of land caused the Dust Bowl
    - c. Use of windmills
- 2. Farming - present
    - a. Dry farming methods and irrigation
    - b. Use of shelter belts
    - c. Planting of new, deep-rooted grasses
    - d. Cattle not permitted to eat grass too short

        e. Raise sugar beets, wheat, cotton, barley and alfalfa, potatoes, beans, cherries, black cherries, and other fruits
    3. Cattle raising - past
        a. Open range
        b. Roundup
        c. Cattle drive
        d. End of open range caused in part by barbed wire
    4. Cattle raising - present
        a. Large cattle ranches (takes 20 acres of short grassland to furnish food for one cow)
        b. Cowboy in summer is a farmer
            (1) Harvest hay
            (2) Keeps machinery in order and fences in repair
        c. Cowboy in fall is busy with the roundup
        d. Cowboy in winter must see that cattle have food and water
    5. Sheep raising
        a. Sheep supply wool and meat
        b. They are taken to mountains during summer
    6. Mining - past
        a. Old methods of mining
        b. Gold and silver
        c. Ghost towns
    7. Mining - present
        a. Modern methods
        b. Petroleum and natural gas, copper, gold, silver, manganese, zinc, lead, uranium, and molybdenum
    8. Manufacturing
        a. Manufacturing plants not widespread
            (1) Long distances - transportation costs
            (2) Lack of large dependable water supply
        b. Colorado Fuel and Iron (Pueblo)
        c. Food processing
            (1) Denver - meat packing center
            (2) Sugar made from sugar beets
        d. Forest products
            (1) Lumber, fence posts, telephone poles, and mine supports
            (2) Lewiston, Idaho - largest white pine sawmill in the world (cuts 200,000,000 board feet of lumber a year)
        e. Martin Company - Titan missile (Denver)
        f. Ball Brothers - weather satellites, etc. (Boulder)

IV. Activities

A. Have speakers who are authorities talk to the class. Game and Fish Department, Curator of National History Museum, Curator of Denver Art Museum, Chappell House, Indian Bureau.
B. Work together on a mural depicting the development of this region.
C. Have students select a National Park and make a diorama depicting the one they have chosen.

D. Have them draw maps of the region freehand.
E. Collect current event articles pertaining to the region.
F. Have students make a relief map (perhaps using salt and flour) depicting the geographic features of the region.
G. Make a pueblo village showing the houses with their round topped ovens, the school, and the adobe church. Show a group of Indian women selling their wares. Show a field near the village with irrigation ditches and several kinds of crops grown by the Indians.
H. Make a frieze that tells the story of transportation to the West from early pioneer days down to the present.
I. Learn some of the songs the cowboys used to sing around their campfire.
J. Pretend to be superintendent of a sugar factory. Write the story of what goes on in your factory.
K. Collect pictures of scenery in the West and arrange them attractively on a bulletin board, on charts, or in a scrapbook.
L. Have a student select the part of the region he thinks is the most beautiful or the most wonderful, and write a description of it.
M. Write a play to dramatize some event in this region's history.
N. Have students write ten sentences about the Western states, leaving a blank in place of one important word in each sentence. Exchange papers and see how many blanks each pupil can fill correctly.
O. Take a field trip to one of the following:
    1. Museum of Natural History
    2. State Museum
    3. Chappell House
    4. United States Mint
    5. Ranger station
    6. Stock Show
    7. Hungarian Flour Mills
    8. Iron smelter
    9. Schwayder Brothers
    10. Speas Vinegar
    11. Denver Post
    12. Rocky Mountain News
    13. Meat packing company (Cudahy - any day but Friday)
    14. Denver Federal Center
P. Make Indian jewelry.
Q. Reports given orally or written.
    1. The Life of a Cowboy
    2. Copper Mining
    3. Visiting Yellowstone Park
    4. Why the Great Basin Is Dry
    5. Dry Farming in the West
    6. Sheep Raising
    7. Famous People
R. Learn Indian dances.
S. Could culminate the unit by having displays or having frontier skits on the following:

1. Gold rush
2. Cowboy's life
3. Zebulon Pike discovering Pikes Peak
4. Custer's Last Stand
5. Molly Brown's story
6. Traveling on the Santa Fe Trail
7. Coronado and his soldiers looking for the Seven Cities of Gold
8. Jim Colter's escape from the Indians
9. Central City Days

T. Show films or filmstrips relating to the region.
   1. Film available in District
      a. F230 "Rocky Mountains: A Geographic Region"
      b. F246 "Rocky Mountains: Continental Divide"
      c. F271 "Arts and Crafts of the Southwest Indians"
   2. Film available through Denver Public Library (check with Littleton Library)
      a. "Train Trip Through the Rocky Mountains" - $1.00
      b. "Time Changes the Land (Zion and Bryce)" - $1.00
      c. "Wildlife in the Rockies" - 50¢
      d. "Real West" (2 reels - 54 minutes) narrated by Gary Cooper, excellent - $1.00
      e. "Navaho Canyon Country" - 50¢
      f. "Grand Canyon" - $1.50
      g. "Boy of the Navahos" - 50¢

U. Ask problem questions such as the following:
   1. Why is water so important to people living in the Rocky Mountain States?
   2. Why do fewer people live in this region?
   3. Why is the Great Salt Lake salty?
   4. Why are cattle ranches of the Great Plains larger in land size?
   5. Why did the Mormons move to this region?
   6. Why did farmers and cattlemen of the Great Plains quarrel?
   7. Why do farmers of the Great Plains use different methods and raise different crops than farmers in the Central Lowland?

V. Have students write a composition on a trip they have taken in the Rocky Mountain States.

W. Suggested materials
   A. "Arizona - Land of Color and Contrast" 30 minutes SO(BYU)
   B. "The Blooming Desert" 11 minutes, color BFS (CU)
   C. "Air Force Academy" 5 minutes (CU)
   D. "Caverns & Geysers" 12 minutes FAC (BYU)
   E. "Colorado River" 18 minutes PARK (U of U)
   F. "The Fossil Story" 19 minutes, color SOC (CU)
   G. "Ghost Towns That Helped Make Our Nation Great" 5 minutes WPN (BYU RC U of U)
   H. "In the Beginning" 29 minutes, color JJH-SMC (CU)
   I. "Irrigation Farming" 10 minutes EBF (CU)
   J. "Mountains on the Move" 11 minutes, color PIC (CSC CU)

K. "Nevada Land of Surprises" 26 minutes, color SO (BYU)
L. "Pony Express Days" 19 minutes, color WB (BYU)
M. "Rocks: Where They Come From" 11 minutes COR (WU)
N. "Wyoming: Last Wilderness" 23 minutes MPA (WU)

University of Wyoming WU
University of Nevada NU
Brigham Young University BYU
Richs College RC
Mountain Plains Film Library Association

COLORADO DEPTH STUDY

COLORADO DEPTH STUDY

I. Overview

"Anything that is real and connected to them is of interest to young people. Local events can be tied in with national history; indeed, there is no subject that does not have its parallel in the local scene. Early pioneering life, the development of industrialization, political campaigns, social issues, and countless other subjects are mirrored in the history of almost every village, town, city, county, or state. Once students see that history is all about them--that the old man who lives on Penn Street knew Woodrow Wilson, that the old fan in Susy's attic was waved gracefully at a dinner for Lafayette--their interest is unlimited." (Ralph Adams Brown and William G. Tyrell, "How to Use Local History," pamphlet No. 3, National Council for the United states. 1961)

By the time the students are ready to begin this study of Colorado, they should have had experiences with the following:
- a. Using maps, globes, and atlases
- b. Using a table of contents and an index
- c. Using encyclopedias and other reference material
- d. Taking notes, making outlines, and preparing and presenting oral and written reports
- e. Making dioramas and bulletin boards
- f. Working effectively in groups

In all probability, the student will have completed a unit on the "Denver Metropolitan Area" in grade four. The approximate length of teaching time for this unit should be three to four weeks. There should be a high correlation between this unit and the Rocky Mountain States unit. Throughout the year the teacher should relate the overall history of the United States to that which was occurring in Colorado at the particular time.

II. Objectives

A. To understand that there is a interrelatedness between the history of the United States and the history of Colorado

B. To develop an appreciation of the influences which the Rocky Mountains have had on communication and transportation - not only in Colorado but in the United States as well

C. To learn the basic facts related to the history and geography of Colorado

D. To understand some of the urgent problems of Colorado (social integration, conservation of natural resources, education, transportation, government, and air and water pollution)

E. To help pupils appreciate the great effort made by pioneers to develop the State of Colorado

F. To understand that Colorado occupies a particular place in the United States and on earth, which is related to all other places in terms of distance, direction, and size

III. Content

- A. Physical features
  - 1. Rocky Mountains
    - a. Four main ranges
      - (1) Front range
      - (2) Park Range
      - (3) Sawatch Range
      - (4) San Juan Range
    - b. Parks
      - (1) Areas in the mountains which are almost treeless'
      - (2) Largest of these areas
        - (a) North Park
        - (b) South Park
        - (c) Middle Park
        - (d) San Juan Valley
  - 2. The Great Plains
    - a. Covers more than one third of Colorado
    - b. Extends into the state from the prairies of Kansas and Nebraska, and slopes gently to the base of the mountains
  - 3. The Colorado Plateau
    - a. An area of high hills, mesas, plateaus, and deep valleys
    - b. Located west of the Rockies and south of the Wyoming Basin
  - 4. The Wyoming Basin
    - a. Colorado's smallest land region
    - b. Extends into the state from Wyoming and forms the southern end of one of Wyoming's main regions
  - 5. Rivers
    - a. Known as the "Mother of Rivers" because more important rivers have their source in this state
    - b. Rivers rising on the eastern slope
      - (1) Arkansas
      - (2) South Platte
      - (3) Republican
    - c. Rivers rising on the western slope
      - (1) Colorado
      - (2) Rio Grande

B. Natural resources
  1. Soil
    a. Very fertile on the eastern plains and the valleys of the Western slope
    b. Thin, immature soils called lithosols are found on the western plateaus and high mountains
  2. Minerals
    a. Coal
    b. Gold
    c. Tungsten
    d. Silver
    e. Lead
    f. Molybdenum
    g. Uranium
    h. Petroleum
  3. Forests
    a. Cover almost a third of the state
    b. Most common trees
      (1) Engelmann spruce
      (2) Lodgepole
      (3) Ponderosa
      (4) Douglas fir
      (5) Pinon
      (6) Juniper
  4. Plant life
    a. Columbines
    b. Wild roses
    c. Indian paintbrush
    d. Buttercups
    e. Goldenrod
  5. Animal life
    a. Bighorn sheep
    b. Mule deer
    c. Elk
    d. Martens
    e. Porcupines
    f. Antelope
    g. Beaver
    h. Fish

C. Climate
  1. Temperature, rainfall, and snowfall vary widely--often within short distances
  2. Average annual rainfall - about 16 inches
  3. Heavy snowfalls sometimes compensate for lack of summer rain

D. History
- 1. Mesa Verde
  - a. Inhabited by Anasazi
    - (1) Occupational periods
      - (a) Basket Maker Period (1-440 A.D.)
      - (b) Modified Basket Period (450-750 A.D.)
      - (c) Developmental Pueblo Period (750-1100 A.D.)
      - (d) Great Pueblo Period (1100-1300 A.D.)
    - (2) Outstanding dwellings
      - (a) Cliff Palace (Four hundred people resided in these modern apartment buildings, two, three, and four stories high. Kivas were also found here.)
      - (b) Spruce Tree House (The second largest ruin-this dwelling contained one hundred rooms.)
    - (3) Speculated that the cliff dwellers left this region around the 1200's because of a great drought
- 2. Indians of Colorado
  - a. Principal tribes
    - (1) Kiowa
    - (2) Comanche
    - (3) Cheyenne
    - (4) Arapaho
    - (5) Ute
    - (6) Pawnee
  - b. Reservations in southwestern Colorado
- 3. Explorers
  - a. Juan E. Uribarri
  - b. Coronado
  - c. Zebulon Pike
  - d. Stephen H. Long
  - e. John C. Fremont
- 4. Trappers
  - a. Kit Carson
  - b. Jim Bridger
  - c. Thomas Fitzpatrick
  - d. William Ashley
- 5. Gold Rush
  - a. In 1858, gold was discovered along Cherry Creek.
  - b. In 1859, the rush began.
  - c. Establishment of mining camps such as Central City, Idaho Springs, and Fairplay
- 6. Territory of Colorado
  - a. Created in 1861
  - b . Appointed William Gilpin as territorial governor
  - c. Progress delayed by Indian wars and the Civil War

7. Statehood
    a. Movements for statehood failed in 1864, 1865, and 1867
    b. Adopted Constitution for the state in 1876
    c. Became the thirty-eighth state on August 1, 1876
    d. Elected John L. Routt as the first governor
8. Famous Coloradans
    a. Frederick Bonfils
    b. John Evans
    c. William Gilpin
    d. Otto Mears
    e. David Moffat
    f. Ouray
    g. William J. Palmer
    h. John L. Routt
    i. Horace Tabor
    j. Henry Teller

E. Ways of earning a living
    1. Agriculture
    2. Manufacturing and processing
    3. Mining
    4. Government
    5. Education

F. Transportation (past and present)

G. Communication (past and present)

H. Government
    1. Legislature
        a. House of Representatives
            (1) Sixty-five members
            (2) Two year terms
            (3) Presiding officer - Speaker of the House
        b. Senate
            (1) Thirty-five members
            (2) Four year terms
            (3) Presiding officer - Lieutenant Governor
    2. Executive
        a. Governor
        b. Lieutenant Governor
        c. Secretary of State
        d. Auditor
        e. Treasurer
        f. Attorney General

    3. Judicial
        a. Chief Justice
        b. Six associate justices
        c. Lower courts include eighteen district courts and sixty-three county courts

IV. Activities

A. Motivational

1. Presentation of a bulletin board utilizing pictures of Colorado--old mining or pioneer communities (Check newspapers and magazines such as Colorful Colorado) or other interesting places to visit in Colorado. It might prove helpful to develop a collection of post cards on Colorado.
2. Presentation of a film on Colorado (available through State Historical Museum or our own AV Department)
3. Invite a guest speaker to relate some incidents of pioneer days in Colorado. Check with the State Historical Society or with parents for possibilities.
4. Arrange an exhibit of articles used by pioneers.
5. "Guess What" box which would contain an iron kettle or fluter or similar antique. Leave box closed where the students can see and handle it. Have each student write down his guess. Collect and read them orally. Finally, have someone open the box.
6. Read a story about one of the interesting scouts or pioneers.
7. Introduce some topics and ask if they would like to learn more about them. Also have them suggest topics about which they are interested.
8. Have students relate information about a place in Colorado they most enjoy visiting.

B. Developmental

1. Divide the class into groups for work on problems or topics according to their interests or special abilities. The ability of certain students to work together should also be taken into consideration.
    a. Limit number of topics to be studied--perhaps by having the students vote.
    b. Review responsibilities of a chairman and committee members in making group work effective.
    c. Discuss how material is to be gathered and correlated.
        (1) Make and list group plans.
        (2) Make and list individual plans.
        (3) Provide daily planning periods.
    d. If group work is not desired, students could do individual reports or notebooks.
    e. The teacher should be certain that the material presented by the students provides sufficient coverage. She/he should also provide any unifying information that is necessary so that the student does not receive a hodgepodge of material.

f. Some possible topics:
    (1) Ghost towns - old mining towns
    (2) John Evans
    (3) Tabor family
    (4) Bob Womack
    (5) Mesa Verde
    (6) Sand Dunes National Monument
    (7) Dinosaur National Monument
    (8) Denver and Rio Grande Railroad
    (9) Narrow Gauge Railroad
    (10) Famous forts - Bent's Fort, Fort Garland, Fort Vasquez
    (11) Alpine Tunnel
    (12) Myron Stratton
    (13) General William Jackson Palmer
    (14) Kit Carson
    (15) Helen Hunt Jackson
    (16) John Iliff
    (17) The Gold Rush
    (18) Central City Opera House
    (19) Pikes Peak
    (20) Agriculture - past and present
    (21) Transportation - past and present
    (22) Industry - past and present
    (23) Communication - past and present
    (24) Conservation - past and present
    (25) Indians of Colorado
    (26) Problems of air and water pollution
    (27) Social integration

2. Have the committees report orally on material they have researched and organized.
3. Have the chairmen and committees prepare written reports which would be compiled into a class book on Colorado.
    a. Decide on title and cover page design for class book.
    b. Students should examine other books to determine format.
    c. Determine what parts are to be included: for example, "Ghost Towns," "National Parks and Monuments," or "Hall of Fame" (famous people).
    d. Select committees to develop various parts.
    e. Gather information and write reports, make necessary illustrations or diagrams, write original poems or songs, select appropriate pictures, and file all materials so that they are accessible until all materials are ready for for compilation.
4. Use maps,
    a. Draw pictorial maps of early Colorado history.
    b. Draw and locate important physical features and cities.
    c. Have each student bring a Colorado map.
        (1) Discuss legend of the map.
        (2) Discuss what kinds of information can be secured from this type of map.
        (3) Design a worksheet requiring use of road map to secure answers.

5. Work together on a mural depicting the development of Colorado.
6. Do dramatizations of Colorado history.
7. View film on Colorado.
    a. "The Story of Colorado," 2 reels, color, State Historical Society of Colorado, State Museum, Denver, Room 318. 40 minutes each
    b. "Colorado Ski Land," State Advertising and Publicity Department. 28 minutes
    c. "Central City Tour," Pueblo Junior College, Pueblo (now called Southern Colorado)
    d. "American Cowboy," Ford Motor Company, 1500 South 26th Street, Richmond, California or University of Colorado Rental $1.00
    e. "Steel's Party Line," 38 minutes, The Colorado Fuel & Iron Corporation, Film Department, P. O. Box 1920, Denver
8. Dioramas on Colorado history, geography, or natural resources could be made.
9. Learn songs about Colorado. State song - "Where the Columbines Grow."
10. Have students display items brought to class--pictures of the state, dioramas, relics, and antiques.
11. Take students to State Museum to see the displays of furniture, clothing, and history of Colorado.
12. Take a trip to State Capitol to see the dome and to see the state legislature while it is in session. (Be certain that the procedure necessary to pass a bill is understood before the students make the trip.)
13. Have speakers who lived in Colorado during pioneer days or who are authorities on Colorado history talk to the class. (Be certain that these speakers have the ability to talk to young students. Possible speakers that could be contacted:
    a. History professors from D. U., C. U., Regis, etc.
    b. Local authors such as Caroline Bancroft, Ralph Taylor, Glen Phillips, Robert Athearn, and Carl Ubbelohde
    c. Merle G. Hastings, Jr., publisher, Bill G. Brenneman, editor of Colorful Colorado
    d. State Historical Society of Colorado, 14th and Sherman
    e. "The Denver Westerners" - a group of men from all walks of life who share an interest in western history. The Denver Posse is headed this year by Mr. J. Nevin Carson, 6 Meadowbrook Circle, Littleton
14. If a teacher desires a program on Colorado, students could make the invitations to invite the parents to the program. They could also plan and print programs for students and guests.
15. Write own daily newspapers of historical happenings.
16. Write letters to Chambers of Commerce in other cities.
17. Learn spelling words of historical significance.
18. Have students write original riddles.
19. Report on biographies, books.

20. Make pop-up books.
21. Write letters to national forest rangers.
22. Draw brands.
23. Conduct interviews.
24. Study flowers and wild life.
25. Study kinds and types of mining.
26. Discuss Colorado's part in the Civil War.
27. Study art by Colorado citizens
28. Discuss poets and authors from Colorado
29. Read orally the book Packy Climbs Pikes Peak. (This is an exciting tale of a pack rat on his trip through the Pikes Peak region to the top of the famous peak. Although the vocabulary level is designed for grades two-four, the interest level ranges from ages six through twelve.)
30. Have students develop a list of important contemporary Coloradans.

C. Culminating
1. Have a program for parents and classmates.
2. Display notebooks, antiques, dioramas, and other materials developed for the entire school to view.
3. Give a test.

VI. Suggested materials

A. Teacher
1. Bancroft, Caroline. Famous Aspen. The Aspen Times, Aspen Colorado, 1951, 75 cents.
2. Fritz, Percy. Colorado: The Centennial State. Prentice-Hall, Inc., New York, 1941. Must be secured at the library. Out of print. Excellent.
3. Lavender, David. Bent's Fort.
4. Lathrop, Gilbert A. Little Engines and Big Men. The caxton Printers, Ltd., Caldwell, Idaho, 1955.
5. Francis, Theresa V. Crystal River Saga. (Marble) Poertner Lithographing Co., Denver, Colorado. 1959. $1.25
6. Ellinwood, Le Roy E. The Young Fifty-Niners. Denver: Old West, 1955. $1.75
7. Hafen, LeRoy and Ann. Our State: Colorado. Old West Publishing Company, Denver, 1966. $4.05
8. Lee, Mabel Barbee. Cripple Creek Days. Doubleday and Company, Inc., New York. 1958. $4.00
9. Kenehan, Katherine. Colorado, The Lane and the People. Colorado State Department of Education, Denver, 1959.
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PACIFIC COAST STATES

THE PACIFIC COAST STATES

I. Overview

Wherever appropriate, the historical development of the region should be related to the previous units on exploration and colonial living. A more detailed historical study should be made only when particular events need to be presented as an aid to the understanding of present conditions. The Pacific Coast States are California, Oregon and Washington.

This unit is designed for a period of approximately two weeks.

II. Objectives

A. To recognize the contribution of earlier settlers and people to the present conditions and progress of the various regions of our country
B. To instill sense of pride in the vastness, greatness, and natural wealth and beauty of our country
C. To recognize the fact that various regions and peoples of the earth share many similar problems, conditions, and contributions to human progress
D. To understand that a region containing great differences in elevation, soil, rainfall, temperature, and surface features is a region of extremes and contrasts
E. To become aware that a region rich in natural resources and arable lands can attract and support a growing population even though only recently settled
F. To become aware that people moved West for a variety of reasons; among which were the desire for adventure and greater opportunity as well as the desire for gold

III. Content

A. Description of the region

1. Mountain chains

    a. Sierra Nevada
    b. Coast Range
    c. Cascade Mountains

2. Climate and weather

    a. The Northwest
    b. California

3. Waterways and harbors.
4. Farmlands
5. Deserts
6. Scenic wonders

B. Use and conservation of natural resources

1. Agriculture

    a. Fruit farming
    b. Wheat farming
    c. Dairy farming
    d. Truck farming
    e. Stock farming

2. Forestry
3. Mining and oil-drilling
4. Fishing and shipping
5. Manufacturing and industry
6. Conservation

    a. Mountain drainage
    b. Irrigation
    c. Power development
    d. Forests
    e. National parks

C. The people of the region

1. Growing population
2. Cities of the region

    a. Tacoma
    b. Spokane
    c. Portland
    d. Sacrament

3. Some cities of the region

    a. Los Angeles
    b. Seattle
    c. San Francisco

        (1) Oakland
        (2) Berkeley
        (3) Richmond

    d. Tacoma
    e. Spokane
    f. Portland
    g. Sacramento

4. Rural areas
5. Ethnic origins

D. History of California

1. Missionaires (1769)
2. Ranchers from Mexico
3. Fur traders
4. War between Mexico and the United States (1846)
5. Gold Rush (1848)
6. Telegraph (1861)
7. Railroad (Central Pacific and Union Pacific)

E. History of Oregon Territory

1. Lewis and Clark
2. Fur trading
3. Missionaries - Marcus Whitman

IV. Activities

A. Participate in a group project, writing to the state governments of the Pacific states asking for pamphlets, booklets, and information on the products, resources, and scenic places of the region.

B. Locate the following on a map:

1. The States of Washington, Oregon, and California
2. Coast Range, Cascade Mountains, and the Sierra Nevada *
3. Highest peaks
4. Puget Sound and San Francisco Bay
5. Desert regions
6. Chief seaports

C. Make a simple chart or graph comparing the rainfall and temperature in Portland, Seattle, San Francisco, Los Angeles, and Denver for the same period of time. Explain the differences in rainfall and temperature in terms of location, direction of winds, mountains, and other factors.

D. Trace the course of the chief rivers in the area. Show into which body of water they flow.

E. Compare and contrast the Mediterranean type climate of California with the climate of Washington and Oregon. Explain the influence of latitude, ocean currents, and mountains on the climate of these different regions.

F. Compare the Atlantic coastline with the Pacific coastline.

G. Use a population map to compare the number of railroad lines and highways to be found in the Pacific states with the number in the Rocky Mountain region.

H. View the filmstrips in the series the Northwestern States, Far Western States, or The West which deal with the economy, industry, agriculture, and conservation of the Pacific coast states.

I. Compare the methods of wheat farming in eastern Washington and Oregon with those in the Plains states. Explain why a farmer follows such different methods in Washington and how his methods illustrate that man adapts his way of living to his natural environment when he cannot change it.

J. Write letters to the California Fruit Growers Exchange and the United Fruit Company requesting free and inexpensive materials on the products raised and processed in the Pacific coast states.

K. Explain the value of the giant redwood trees in Sequoia N National Park. Discuss the validity of the steps taken to preserve them as national monuments.

L. Prepare a picture dictionary of the Pacific fishing industry. Include the types of seafood involved, the methods and equipment used in securing them, and the jobs and industries in the Pacific coast region which are a part of this industry.*

M. Compare the minerals found in the Pacific states with those found in the Rocky Mountain region. Discuss whether the Rocky Mountain region has a greater variety of products, besides minerals, than the Pacific region.

N. Discuss the importance of technological advances in refrigeration which make it profitable for farmers to send their perishable produce over long distances, first in refrigerated cars, and then as frozen food.

O. Report to the class a brief resume of a television western dealing with living in the Pacific coast states in pioneer days. Criticize the authenticity of the settings and props on the basis of class study about natural conditions in the Pacific states. ****

P. Prepare a chart listing the cities of the Pacific states with populations over one hundred thousand. In the column after the name of the city, list the industries concentrated within the city.

Q. Pretend to be a San Franciscan conducting a tour of the city and point out the important and famous places of the city and the difference between San Francisco and Denver in appearance, weather, and commercial activities.

R. Discuss types of rural communities which a person would expect to find in the Pacific states similar to and different from the farm towns of the Rocky Mountains; could include lumber towns, fishing towns, mining towns.

S. Participate in a group discussion on the subject of the many different races and nationalities to be found in the Pacific states and the ways in which each group contributes to the greatness of the region and to our country as a whole.

T. Ask questions such as the following:

1. Explain the advantages that southern California offered the movie producers of fifty years ago.
2. Why might the Los Angeles area be called both a Detroit and western Akron?
3. What disadvantages hindered the development of West Coast manufacturing in the early years of this century?
4. Why do trees grow better west of the Cascade Mountains and the Sierra Nevada than they do just east of them?
5. Why do irrigated plants in dry regions often develop better than plants that depend on rain in regions of plentiful rainfall?

V. Suggested materials

A. Films available from A.V. Library:

1. "Oregon Trail" F259
2. "Lumber for Houses " F66
3. "Far Western States" F36
4. "Life in the Desert" F62
5. "Life in the Forest" F146
6. "Minerals and Rocks" F149
7. "The Tree" F226
8. "Understanding Our Earth and Rocks and Minerals" F233

B. Films available from college A.V. centers:

1. "California and Its Natural Resources"
2. "Oregon and Its Natural Resources"
3. "Washington and Its Natural Resources"

C. Free film listed in Educators Guide to Free Films:

1. "Along El Camino Real"
2. "Borrego Springs"
3. "Garden of the Sun"
4. "Gateway to the World"
5. "Most Important Corner in the U.S.A."
6. "Wild Shore"
7. "Inland Empire of the Northwest"
8. "Washington State Wonderland"

D. Filmstrips available from District 6 schools:

1. "Soil Resources" - North
2. "Mineral Resources" - North
3. "Water Resources" - North
4. "Wildlife Resources" - North
5. "The West" - South
6. "Northwest Indians" - Centennial
7. "Far Western States" - Agriculture
   Commerce
   Industry
   Life and Culture
   Natural Environment - East

8. "Northwestern States" - Agriculture
   Commerce
   Industry
   Life and Culture
   Natural Enviornment
   People and Their History - East
9. "Picking Fruit" - Field and Ames
10. "Picking Vegetables" - Field and Ames
11. "Then and Now in California" - Franklin and Ames
12. "Then and Now in the Pacific Northwest" - East and Hopkins
13. "Conservation" - East
14. "Telling Trees Apart" - Ames
15. "Flowers, Fruits, and Seeds" - Ames
16. "Getting Food Ready for Market" - Ames and Peabody

E. Flat Pictures available from A.V. Library:

1. Historical Places and Monuments
2. Indians
3. Trees

ALASKA, HAWAII, AND UNITED STATES POSSESSIONS

ALASKA, HAWAII, AND U.S. POSSESSIONS

I. Overview

This unit is designed to assist children in understanding and appreciating Hawaii, Alaska, and the U.S. possessions, their history and government, their people and their rich cultural background, their industrial growth, and their importance to the United States.

This unit is designed for a period of approximately two weeks.

II. Objectives

- A. To understand why Alaska, Hawaii, and the U.S. possessions are important to the United States
- B. To develop an understanding and appreciation of the people of Alaska, Hawaii, and the U.S. possessions and their culture
- C. To have knowledge of the location, size, climate, and rivers of Alaska, Hawaii, and the U.S. possessions
- D. To recognize the importance of our exchanging products with the peoples of these areas
- E. To develop consideration for all - regardless of race, creed, or religion
- F. To become familiar with the occupations, government, history, education, and recreational life in Hawaii, Alaska, and the U.S. possessions

III. Content

- A. Hawaiian Islands
  - 1. Geography and climate
    - a. Eight major islands lie in a chain from the northwest to southeast, nearly four hundred miles long.
    - b. Combined area is equivalent to that of Rhode Island and Connecticut.
    - c. Surface varies from smooth seashore and level plains to rugged volcanic peaks.
    - d. Northeast trade winds prevail throughout most of the year.
    - e. Exceptionally mild climate with no definite seasons.
    - f. Rainfall varies, with heavy amounts on windward slopes to small amounts on leeward slopes.
    - g. Land contains rich soil, tropical jungles, and desert wastes.
    - h. Land has scenic beauty, with flowering trees, tree ferns, waterfalls, active volcanoes, wonderful moonlight, flowers, colored fishes, coral sands, royal palms, and blue waters.
  - 2. Native Hawaiians - Polynesians
    - a. It is believed that the Polynesians came from the southeastern corner of Asia.
    - b. The men and women did all the work because they had no beasts of burden.

c. Ancient occupations were: pounding taro root to make poi, weaving mats, hollowing trunks of trees to make canoes, building grass huts, fishing in the surf with a spear and a throw net.
d. Tools were stone hatchets, hardwood digging tools, knives of sharks' teeth or bamboo, since the Hawaiians lacked metals for either tools or weapons.
e. Food consisted of fish, poi, sweet potatoes, yams, sugar cane, bananas, coconuts, breadfruit, berries, pigs and fowl.
f. Fish, fowl, pork, vegetables, and fruits are prepared by wrapping them in ti leaves and cooking them in an earthen oven called an imu. Ti leaves are long, rather narrow leaves that grow on a shrub. The luau, or native feast, was prepared in this way.
g. Houses, furnishings, utensils were made of grasses (pili), leaves, bamboo, gourds, coconut shells, hardwood and olona (a hemp-like plant).
h. Lights were made by burning kukui nut oil in carved rock burners.
i. Clothing was made from inner bark of paper mulberry, dyed and gummed with juices of roots, and leaves, bark and pitch of trees.
j. Royal robes were works of art constructed from feathers woven into a net foundation.
k. Sports were swimming, surf-riding, sledding on grassy hills, and throwing of lava discs.
l. Entertainments were festivals, feasts, religious ceremonies, native feastdays, and hula dances.
m. The early Hawaiians worshipped deities, conceived of as beings who lived in or above clouds and also appeared on the earth in human form.
n. For centuries the Islands were divided into independent kingdoms, each under a native ruler. These rulers were constantly fighting, and the number of kingdoms was always changing.

3. Coming of the white man
   a. Captain Cook
      (1) On January 18, 1778, Captain Cook sighted Kauai while searching for a water passage from Europe to Asia north of the continent of North America.
      (2) Captain Cook traded with the Hawaiians, who thought he was their god who had come to minister to them.
      (3) Captain Cook was killed by Hawaiians because of misunderstandings.
   b. Captain Vancouver (who came after Captain Cook, brought useful seeds, cattle, and sheep and gave friendly counsel)
4. Hawaii becomes a territory
   a. Hawaiian authorities had frequent clashes with official agents of France and Great Britain.

b. The United States entered into a treaty with Hawaii whereby Hawaiian sugar, coffee, and certain other products were admitted to the U.S. without duty.

c. Hawaii asked to be admitted to the U.S. It was granted in 1900.

   (1) "Committee of Safety", composed of leading businessmen and plantation owners, "sons of missionaries", and not native Hawaiians overthrew the Hawaiian monarchy.

   (2) President Cleveland, who took office after the first "annexation" under President Harrison, discovered that the revolution had been accomplished by the landing of U.S. troops from Boston, and the connivance with the local business men on the part of the U.S. Minister.

   (3) The islands were eventually annexed after much backing and filling in 1898.

   (4) The annexation of Hawaii is almost a classical case of the overthrow of a native regime - admittedly corru and inefficient, in the interests of a group of foreign business operators.

   (5) The first President of the Hawaiian Republic was Sanford B. Dole, of the well-known pineapple plantatio family.

d. Young people who were born in the Islands before statehood were United States citizens.

5. Hawaii and statehood

   a. Hawaii first asked for statehood in 1903. Three times, in 1947, 1950, and 1954, the Senate turned it down.

   b. On March 12, 1959, Congress sent to the White House a bill to give Hawaii the statehood it had so long deserved. President Eisenhower signed the bill on March 18, 1959.

   c. Hawaii has an approximate population of 600,000.

   d. Hawaii has a land area of 6,434 square miles.

   e. Young people born in the Islands, now the State of Hawaii, are first class citizens of the United States.

6. Hawaii today ("Crossroads of the Pacific")

   a. Central position midway in the Pacific surrounded by great nations and civilizations.

   b. It is a port of call for both tourists and shipping.

   c. Foreigners of many nationalities drifted in or were brought to Hawaii for trade, adventure, or work in the fields.

   d. Hawaii is located as a military and naval defense post protecting the western shores of the mainland of the United States.

   e. Most of the races of mankind live together in friendliness, an object lesson for all the world.

7. People

   a. Many different races and nationalities live together closel and in harmony.

- b. Japanese form the largest group. Other ethnic groups are the Portuguese, Chinese, Filipinos, Puerto Ricans, Koreans, Caucasians, Cosmopolitans, and the minority - pure Hawaiians.

8. Recreation
    - a. The old Hawaiian games have been replaced by those of foreign origin, with the exception of surfboard riding and canoe racing.
    - b. Today, sports such as football, basketball, baseball, volleyball, and golf are played.
    - c. The sea nearby provides for swimming, diving, body surfing and water skiing.
    - d. Music, chants, and dance are part of Hawaii's recreation.
        - (1) Native Hawaiian music concentrated on rhythm and ancient chants and were limited to two notes sung to the accompaniment of rattles and drums.
        - (2) Hawaiian songs were made up of flowery words and were prayers, dirges, love songs, and name songs.
        - (3) Their instruments are ukelele, gourds, shells, bamboo, and castanets.
        - (4) Public dancers were usually both men and women who were trained for this work. Children also do these dances.
        - (5) Hula dancing is done with gracefulness and acted out by gestures and movements. The ideas expressed by the songs which they accompanied.
9. Transportation
    - a. Transportation to and from and about and between the islands is carried on by means of paved highways (no billboards), speedy inter-island U.S. and foreign planes, inter-island barges, and trans-Pacific liners.
    - b. Automobiles of the newest and most modern type may be seen on the streets anywhere in Hawaii.
    - c. Vehicles of every description may be seen on well-paved streets.
10. Education
    - a. Today the Islands' system of schools ranges from pre-school kindergarten through senior high, vocational schools, business schools, foreign language schools, and a highly accredited university with several colleges and departments.
    - b. There is no place under the American flag where more interesting and educational forces are at work than in the Islands.
11. Industries
    - a. Production of sugar.
        - (1) The sugar industry is the largest industry in Hawaii. Nearly 95% of all Hawaiian raw sugar production is shipped to the mainland for refining. About 5% is refined locally for Hawaii.
        - (2) The sugar industry influences life in the islands. It provides many jobs for the islanders.

(3) There are twenty-eight sugar plantations in Hawaii, located on the islands of Kauai, Oahu, Maui, and Hawaii.
(4) Sugar cane's most vital needs for growth are warm sunshine and rich, moist soil. It requires 18 to 24 months for cane to mature in Hawaii.
(5) The steps in growing sugar cane are subsoil plowing, disc plowing, surveying, planting, irrigating, controlling, fertilizing, burning off, harvesting, hauling and milling.
(6) The steps in producing raw sugar are cane washing, milling the cane, juice heating, clarifying, filtering, evaporating, crystalizing, centrifuging, trucking, and post storage.
(7) Steps in refining raw sugar are mingling, crystal cleaning, melting, filtering, decolorizing, crystalizing, crystal washing, crystal drying, screening, packaging, and scientific control.

b. Production of pineapple
(1) The pineapple is an important product in the islands. The industry has brought about an increase in the opportunity for men, as well as women, and has become the most mechanized agricultural operation in the world.
(2) Pineapple fields, like any other, must be constantly cared for, supplied with plant nutrients, and scientifically prepared.
(3) The pineapple industry brings refreshments to millions all over the world, and jobs and security to many thousands in the islands.
(4) The plant is rarely grown from seeds. It is grown from slips, suckers, or from the crown of the plant.
(5) The nine pineapple companies of Hawaii produce about 70% of the nation's supply of canned pineapple products.
(6) It takes about 18 to 24 months for a plant to mature,
(7) It required only 15 minutes for a pineapple to complete processing operations and become a finished product.
(8) Important plantation operations are preparation of the soil, planting, cultivating, spraying and harvesting.

c. Production of coffee
(1) Coffee is an important product in the islands and provides jobs and income for many.
(2) In Kona, Hawaii, coffee became famous.
(3) Coffee Arabica is grown here; it is best suited to high altitudes and requires a tropical temperature climate. In Kona, shades are unnecessary to protect the coffee trees because of its misty clouds most of the time. The soil is rich and of volcanic ash, and in many places the trees grow on bare rock.

(4) Orchards in Kona are over thirty years old. The trees are surface rooted and grow from eight to ten feet in height.
(5) The crop is harvested in the fall and early winter months. The picking of the berries is frequently done by the families with all members assisting. Production varies considerably from year to year.
(6) Some of the green coffee from Kona is sold to the mainland, and roasters in San Francisco use it in blending with coffee from other parts of the world.

d. Rice, tropical fruits, nuts and vegetables
e. Purchasing of vegetables, eggs, meat and dairy products from mainland U.S. (Hawaii does not raise enough to supply its needs)
f. A growing tourist industry (Much wealth is being poured into Hawaii by visitors)

12. Hawaiian culture
a. Hawaii has its age-old traditions. Hawaiian culture is built upon these traditions and found in the "aloha" spirit - that simple, charming, heart-warming courtesy of a kindly and lovable race.
b. Although English is the language of the Islands, the native language is evident everywhere. Island speech is spiced with colorful words, mixed in with oriental and Hawaiian words.
c. The Hawaiian is a dialect of the Polynesian Language. It contains thirteen sounds, the vowels a, e, i, o, u, the semi-vowels hay, kay, lah, mu, nu, pi, we, and the glottal stop, which is the omission of a sound. Each vowel is pronounced separately and distinctly. There is no true consonant in Hawaiian.

13. Religion (The number of churches in the islands reveals the people's attitude toward the higher and finer things of life. We find Protestant or Catholic churches, the Mormon church, and the Church of Christ Scientist, as well as large numbers of Buddhists and adherents of other religions.)

14. Strategic key to Pacific
a. The United States has established Schofield Barracks, Hickam Air Force Base, and Pearl Harbor Haval Base.
b. The United States has made studies and prepared for famine, earthquake, tidal wave, shipwreck and plagues.

15. Government
a. When Hawaii was a territory, the President of the United States appointed the governor, the secretary, and the major judges for Hawaii.
b. With statehood, Hawaii has full voting representation in the Congress, the right: 1) to vote for President, 2) to elect its state officials, 3) to choose its own judges, 4) to have a voice in amending the constitution, and the right to have latitude in law-making by its legislature.

B. Alaska

1. The Land
   - a. Most of Alaska is a large peninsula on the northwest corner of North America. A narrow strip of land stretches southward along the Pacific coast. The northern shores border the Arctic Ocean. There are many islands, among them are the tiny Pribilofs and a long chain of the Aleutians. The total area of Alaska is 586,400 square miles, about one fifth the area of the other 49 states combined. Alaska is by far the largest American state. This giant state is more than twice as large as Texas.
   - b. It has the highest mountains in North America. There are many ranges of big peaks, capped with snow that never melts and with numerous glaciers, and valleys filled with ice.
   - c. There are also thousands of square miles of tundra - flat and barren. There are mighty forests of giant trees.
   - d. Alaska consists of four principal geographical provinces.
     - (1) Pacific mountain system - It contains the highest peaks, Mount McKinley (20,320 feet) and Mount St. Elias (18,008 feet). This area is generally characterized by volcanic islands, glaciers, and moss-covered slopes.
     - (2) Central Plateau Region - This area lies north of the Alaska Range to the Brooks Range and extends from the Yukon west to the Bering Sea.
     - (3) Arctic Mountain System - It consists of the Brooks Range in the north. Its elevation is over 9,200.
     - (4) Arctic Slope - It is characterized by mountains and tundra land. During most of the year, the region is a frozen wasteland. During the short summer, it becomes a large mosquito swamp. North of the Brooks Range lies this slope with extends to the Arctic Ocean.
2. Climate
   - a. In some parts of Alaska the climate is surprisingly mild and other parts are the icebox. The northern shores have long, cold, and dark winters. In the middle of the winter the sun does not appear for days or even weeks at a time.
   - b. In the southern part of the peninsula the winters are long and cold and the summers short and warm. Whereas, the climate for the southeastern strip is mild with much rain.
   - c. The interior (valleys of the Yukon, Kuskokwin, Copper, and Susitna Rivers and their tributaries) is a region of cold winters, warm summers, and great extremes of winter and summer temperature.
3. History
   - a. In 1741, Alaska was discovered by a Dane, Vitus Bering. Alaska's written history begins in Russia during the reign of Peter the Great. Shortly after, Russian fur traders advanced along the Aleutians and created the first Alaskan settlements.

b. In 1855, during the Crimean War, when it was feared that the British might seize Alaska, Russia made the first attempt to sell it to the United States. On March 30, 1867, a treaty was finally signed under the urging of the Secretary of State, William H. Seward (Seward's Folly) and ratified by President Andrew Johnson, May 28th. The formal transfer of Alaska to the United States occurred at Sitka on October 18, 1867. By the act of July 27, 1868, Congress appropriated $7,200,000 for the purchase of the Territory.

c. Discoveries of gold in 1890, attracted many people to Alaska. By 1884, many people settled in Alaska so Congress approved a bill which provided that a governor be appointed for the District of Alaska. With the abundance of gold seekers, it was necessary for Alaska to have its own laws and to provide each town to run its own affairs.

d. In 1906, Juneau was made the capital of District of Alaska. In that same year, a representative was sent to the U.S. Congress, and in 1912 Alaska asked to govern itself because of the many difficulties it had with gold-mining claims. Congress then granted the people the right to govern themselves and tax themselves for the cost of their own government. However, the new territory did not rule itself. The federal government controlled the important industries and resources of Alaska. Also, the President appointed Alaska's governor and the secretary.

e. In 1946 and again in 1956, the people of Alaska asked Congress for statehood. Finally, on January 3, 1959, Alaska was declared our forty-ninth state. Now with statehood, the people of Alaska have full voting representation in Congress. The duties of this state correspond to those of other states.

4. Animals

   a. The animal life is abundant. The Alaska Brown Bear, which is a variety of grizzly, is the largest flesh-eating animal that lives anywhere on the earth today. There are thousands of moose, herds of caribou, wild mountain sheep, great gray wolves, wolverines, polar bears, strange walrus, and nearly every variety of valuable fur-bearing animal.

   b. Everywhere there are birds of many kinds from the great white-headed eagles to the tiny gay-colored songbirds, and delicate little hummingbirds, green with shiny ruby throats.

   c. Alaska provides a huge and most rewarding game-fishing area. In addition, they have many important commercial salt water fishes.

5. People

   a. Alaska is the least populated state, but the fastest growing. Some of the people living in Alaska today settled there during the great gold rushes. Since World War II, many young people have moved to Alaska for adventure Through better living conditions, improved techniques, and better opportunities, the population has increased.

b. Nearly 15% of Alaska's population are classified as natives, but not all of the natives in Alaska are Eskimos. There are almost as many Indians of several tribes.
   (1) Tlingits: Maritime Indians of Alaska from Canada. They are noted as the totem pole carvers. To a Tlingit, a tree was a great friend. They made ceremonial hats and masks from wood, built canoes, built houses, and many other things.
   (2) Tsimshian: They settled on Annette Island in southeastern Alaska. They have a model village run on a cooperative basis with a cooperative cannery, water system, community hall, electric plant and sawmill.
   (3) Haida Indians: They came from British Columbia. They carved totem poles and gave mighty "potlaches," a great feast. They are fine carvers in bone, pottery, and shell. They also earn their living in the fish industry.
   (4) Athapascan: The interior Indians, living in south central Alaska, came from Canada. Fishing and trapping is their chief mode of life. They make many fine useful and ornamental objects.
   (5) Aleuts: These inhabit the Aleutian Islands, who resemble the Japanese or Chinese people and whose origin is still a mystery. They are closely related to the Eskimos, but have their own language. The Aleuts are excellent fishermen and seamen. (Whaling was practiced also.)
   (6) Eskimos: These are the largest group. Their features are of Mongol and Caucasian origin, with a narrow nose and head, but with short limbs and small hands and feet. They are powerfully built. They still retain many of their ancient habits and customs, their language, and are noted for their arts and crafts. They live mainly by trapping and fishing. (Whaling, seal-hunting, and walrus-hunting (when available) were also practiced. Their culture is changing rapidly under the pressure of outside cultural forces.)

c. Each of these groups of people has its own language, culture, and way of life, its own native costumes, ceremonies, and religious beliefs.

d. Today some Indians from these tribes are employed in state and federal agencies.

6. Education
   a. Alaska's first school opened in 1785, but failed under the Russian rule. Soon mission schools became active.
   b. Alaska was in a very bad state of affairs. Dr. Sheldon Jackson had come to Alaska to see for himself. On that

first visit Dr. Jackson established the first American school in Alaska. This was at Fort Wrangell, one of the southernmost settlements, where the natives had been struggling to open a school of their own.

c. The Nelson Act of 1905 provided for the establishment of white schools. Since then Alaska has two school systems; one is operated by the state, and the other by the Alaska Native Service, a branch of the Bureau of Indian Affairs.

d. School attendance in Alaska is now compulsory between the ages of 7 and 16. Alaska has about 134 public elementary schools and 33 public senior high schools. In addition, the Alaska Native Services operated 76 day schools and two boarding schools. Private and parochial elementary and high schools number 27.

e. Alaska provides a higher education at the University of Alaska, Alaska Methodist University, and the Sheldon Jackson Junior College.

7. Transportation and communication
   a. Early transportation was by means of Kayak, umiak, canoes, sleds and railroads. No railroad links Alaska with other states or with Canada. There is one railroad within the state.
   b. Airplanes have displaced almost all other means of transportation in Alaska. They are equipped with floats, skis, or wheels to make a landing on a beach, bar, lake, or river. Helicopters are now in use in all parts of Alaska for exploration, mapping, transportation of heavy mining equipment, and rescue work. Trans-polar flights between Europe and the Orient stops at the midway point, Anchorage.
   c. Several passenger ships and freighters are still operated. The finest road in Alaska is the Alaska Highway built during World War II. With this fine highway, Alaska was opened as a new state to the traveler and settler.
   d. There are six daily newspapers in Alaska; two are published in Anchorage and one each in Fairbanks, Juneau, Ketchikan, and Sitka. There are also eight weekly publications, three magazines, and several school and church publications of state-wide circulation. All the larger towns have television, and there are twelve A.M. radio stations and two F.M. stations. Nearly every town in Alaska can be reached by telegraph, and the larger communities have long distance communications.
8. Natural resources and industries
   a. The Russians began the system of slaughtering only the male (bachelor) seals on the Pribilof breeding grounds, and it was Americans and Canadians who continued hunting fur-seals at sea, thus threatening to eleminate the herds. The controlled hunting on the Pribilofs, now administered by the Department of Interior, was a legacy of the Russian

period. The Russian-American Fur Company employed Aleuts and Kodiak Islanders to hunt down sea-otters, so that, combined with the effects of later hunting by Americans, Canadians, and Japanese, they almost became extinct. Now they have come back, and a sea-otter pelt auction was recently permitted. (1968)

b. The seal herds have easily increased in size under the protection of the U.S. Fish and Wildlife Service. The United States government agents supervise the killing of fur seals. Operations usually begin in June or July. Aleuts do the slaughtering and skinning. Then the furs are packed to be shipped to St. Louis, Missouri, to be dressed and dyed. This expensive fur is known as Genuine Alaska Seal.

c. Other furs from Alaska come mainly from smaller fur-bearing animals such as beaver, mink, and foxes. The Arctic foxes found on the Aleutian Islands have valuable furs.

d. At one time Alaska had many fur farms where foxes were raised for their pelts. Many of the Indians and Eskimos earn part of their living by trapping fur-bearing animals and selling the skins.

e. The fishing industry is one of Alaska's greatest sources of wealth. More salmon are caught than any other fish. However, other kinds of fish are caught in large quantities, such as halibut and shellfish.

f. Thousands of people are employed in fishing and in the fish canneries.

g. Today there are many farms in the Matanuska Valley and in the valley of the Tanana River. Vegetables such as lettuce, cabbage, cauliflower, turnips, carrots, and potatoes grow especially well in this climate. Oats, wheat, and other grains are grown on some farms. There are also many dairy farms, which furnish milk and other dairy products.

h. As the population of Alaska grows, its farming areas will increase. But there are some things which will hinder this growth in agriculture. Farming is expensive in Alaska. During the summer, swarms of mosquitoes and other insects attack farmers and cattle. The men protect themselves by covering their hands with gloves and their faces with nets. They drive the insects away from the cattle by building smoky fires in the pastures.

i. There is a vast supply of water power in Alaska. Two great rivers, the Copper and the Susitna, are swift, powerful streams and offer good sources for hydroelectric power.

j. Many discoveries were made in Alaska. It started first with gold. Gold is still one of the most important ores mined in Alaska. Alaska's minerals are almost unlimited. There are great deposits of coal, iron ore, tin, and copper. Large deposits of oil have been found in the South Central Region. Other important resources include platinum, mercury, and natural gas.

k. Manufacturing in Alaska is based mainly on fishery and forest products. Through improved roads and new mills, the timber areas will be greatly expanded for the wood products industry.

9. Chief Cities
   a. The cities of Alaska are as progressive as those in the other states. One may find all the comforts of civilization in these up-to-date towns of our far northern frontier, even though they are widely scattered and separated by distances.
   b. Juneau, the capital of Alaska, is the Panhandle's second largest city. Its history began with the discovery of gold in 1880, but government has since become its principal activity. Many of the people work in the offices of federal and state government. Others work in fish-processing plants and sawmills.
   c. Sitka, on Baranof Island, was once the capital of Russian Alaska. Sitka has a remarkable collection of totem poles. Fishing, canning, tourists, lumbering, and pulp are Sitka's important industries.
   d. Anchorage is a highly populated city because of the establishment of Fort Richardson and Elmendorf military bases nearby. It is the center of oil exploration and production activity. It is on the direct route of several air lines to the Orient.
   e. Fairbanks, the interior of Alaska, is an area with gold-rich hills and valleys. The result of its growth is because of Ladd and Eielson Airfields. The University of Alaska is situated here.
   f. Ketchikan, the first port of call for Alaskan bound steamships, is surrounded by the great Tongass National Forest. Lumber, pulp, and fishing are the chief industries. It has one of the most modern pulp mills on the Pacific coast.

C. Puerto Rico
   1. The land and climate
      a. Puerto Rico is about 1,000 miles southeast of Miami. It is the smallest and most eastern of four of the large Caribbean islands - Cuba, Hispaniola, Jamacia, being the other three. The total area is 3,435 square miles, smaller than Connecticut. The island is roughly rectangular. It measures about 100 miles from east to west and 35 miles from north to south.
      b. Three-fourths of the land area is mountainous. Among the mountains are fertile valleys. The land along the coast is also good for farming. It is a land of beautiful flowers, shrubs and palm trees, and colorful birds.
      c. Like the other islands, it has a pleasant, sunny climate. Rainfall is heavy on the northern shores and the southern plains are rather dry. The temperature ranges from 70

degrees to 80 degrees. Humidity is high during the summer months. Puerto Rico is in the hurricane belt.

2. History
    a. Christopher Columbus discovered Puerto Rico in 1493. One of his officers, Ponce de Leon, returned fifteen years later. He built a town and named it San Juan de Puerto Rico, meaning Saint John of the fine harbor.
    b. This city, the island's capital, is still called San Juan, but the second half of its early name became the name of the island itself.
    c. Spain ruled Puerto Rico for nearly 400 years. In 1897 Puerto Rican leaders persuaded Spain to let the island people take part in their own government. She gave them the right to elect some of their own lawmakers. The following year, however, brought the war in which Spain was defeated by the Americans. In 1917, the people became United States citizens and Puerto Rican voters have elected all the island's lawmakers.
    d. The year 1952 brought another great change. Puerto Ricans voted for a constitution that made their island a commonwealth. Puerto Ricans elect their own governor, as well as their lawmakers. Since they are Americans, they obey the law of the United States.
    e. Puerto Rico has an elective governor with powers similar to those of the governors of the fifty states. Every four years, voters choose a resident commissioner, who represents Puerto Rico in our House of Representatives. He may join in debate but has no vote.
3. People
    a. The Indians were the native people of Puerto Rico, but are in the minority group now - almost virtually undetectable. Then came Spanish settlers who brought Negro slaves. Most of the peopulation is of mixed Spanish and Negro ancestry, although small numbers of French, Corsicans, and other European peoples have settled on the island.
    b. On the island the Spanish customs and traditions have a great influence. The language of the people is Spanish; only a small percentage have some knowledge of English. The educated Puerto Rican is generally bi-lingual.
4. Making a living
    a. It has not been easy for Puerto Ricans to make a living. Since much of their island is mountainous, it has been difficult to grow enough to feed everyone. Sugar is grown on the good farming land near the ocean. There is some coffee grown on the mountain slopes. Some cotton, as well as oranges, limes, and pineapples are found on the islands, but many needed foods have to be imported.
    b. Puerto Rico is waging a special war on poverty. Puerto Rican leaders have set up an "Operation Bootstrap," whereby the people were to work together to make use of all their resources, including their human resources.

c. Under this program, dams were built on rushing mountain rivers. Hydro-electric plants produce electricity for use in homes, offices, and factories. Water stored in the reservoirs back of the dams served to irrigate the southern plains. A number of American businesses have set up factories in Puerto Rico which gave thousands of people jobs.
d. The island has few raw materials for manufacturing. Traces of silver, lead, copper, and manganese have been found. Marble of high quality is quarried.
e. Puerto Rico hasn't solved the problem of poverty, for it still does not have enough jobs for its people; but the jobs it does have pay much higher wages than the jobs of other years.
f. Today with modern hotels, improved roads, and an international airport, tourism has become Puerto Rico's third most important industry.

5. Transportation
In normal times there is weekly passenger boat service between Puerto Rico and New York. Freight service is largely to and from New York, Baltimore, the Gulf of Mexico, and Pacific ports. There is also occasional boat service, both freight and passenger, between the West Indies, and South America. Several airlines provide passenger, mail, and express service between the island and such American cities as New York, Miami, and New Orleans. The one railroad of importance circles the island from San Juan to Ponce, via the west coast. Most transportation on the island is by motor truck, bus, and public car.

6. Education
a. With the need of good workers for new industries, Puerto Rico has done much to improve her schools. Since 1899, education has been compulsory for children from five to seventeen years old. Despite the improvements, only about one half of the children of school age are actually enrolled in school, and only about half of those children who start in the first grade reach the fifth grade. In the urban centers the 6-3-3-plan is used; six years of elementary school, three years of junior high, and three years of senior high. There are also industrial and vocational schools in Puerto Rico. There is a small private college, the Polytechnic Institute, and a Catholic university.
b. In all grades, Spanish is now the language of transmission, but a special stress is given in teaching English as a subject.

D. Panama Canal
1. In the early 1500's, the Spanish explorers, Balboa and Cortez, suggested that a canal be built across the Isthmus of Panama. Three hundred years later a railroad was constructed across the Isthmus and served the early gold seekers traveling to California. In the late 1800's, DeLesseps, the French

engineer who built the Suez Canal, began work on a canal at Panama. Lack of suitable machinery, corruption, and tropical diseases that killed thousands of workers brought the project to a halt.

2. In 1903 our country leased from Panama a zone 10 miles wide for $10 million as a down payment plus an annual rent of $250,000. President Theodore Roosevelt was determined to have the canal built as soon as possible, so he placed Colonel Goethals in charge of the construction and Colonel Gorgas in charge of the sanitation work. Together they overcame all obstacles, and in ten years the world's greatest engineering feat up to that time was completed. The completion of this waterway saves ships thousands of miles in going from New York to Seattle. It also aids in the defense of our country.
3. The original treaty was revised, resulting in the annual rental being increased to $1,930,000.
4. Two United States agencies have been operating the Canal Zone - the Canal Zone Government and Panama Canal Company - both agencies being headed by the same person who acts as Governor of the Canal Zone and President of the Company. The Canal Zone Government is responsible for the civil administration of the area; the Company operates the canal, the Panama Railway, the Madden Dam, and a steamship run between New Orleans and the Canal Zone.

IV. Activities

A. Suggestions for problem questions:

1. Why is the climate of the Alaska Panhandle mild? Why is the land there not suited to farming?
2. Why do you think Alaska was discovered earlier than Hawaii?
3. Why isn't the machinery industry important in Alaska?
4. Why is Hawaii called the "Crossroads of the Pacific"?
5. Why did people from different lands migrate to Hawaii?
6. How has Alaska helped pay for itself?

B. Motivational

1. If anyone has visited Alaska, Hawaii, or the U.S. possessions, have the student relate his experiences to the class.
2. The students may be led to give reasons for the Hawaiian Islands being called "The Crossroads of the Pacific."
3. Have the students make an exhibit of colorful bulletins, pamphlets, and maps of Alaska, Hawaii, and the U.S. possessions.
4. Develop a vocabulary list of words which are somewhat peculiar to these areas.
   (Hawaii - surfboard, outrigger canoes, poi, and luaus)
   (Alaska - kayak, igloo, umiak, totem, and tundra)
5. Set up a library corner including fiction and non-fiction books on Alaska, Hawaii, and the U.S. possessions.

C. Developmental
1. Plan a time chart for the history of these areas.
2. Write poems, stories, or plays.
3. Plan a frieze or a class mural. Illustrate stories and reports.
4. Write an alphabet story of the unit, beginning with A and using every letter of the alphabet in an important statement, such as:
   A is for Aloha, meaning greeting, welcome, or farewell.
   B is for Bishop Museum, that has almost all the answers about early day Hawaiians.
5. Make oral reports on specific topics pertaining to Alaska, Hawaii, and the U.S. possessions such as Vitus Bering, Explorer; Seward's Folly; Seals of Pribilof Islands; etc.
6. Make a typical daily menu of the Eskimo.
7. Plan a trip from Colorado to points in Alaska, using all forms of transportation.
8. Use available film, filmstrips, and recordings.
9. Arrange an "Information Please" program using information gained from outside reading. (Questions may be submitted by different members of the class to be chosen, according to their merit, by a committee or teacher.)

D. Culminating
1. Students can share their learnings with parents by giving short talks or reports about the unit.
2. Classroom program (perhaps the class can plan an imaginary setting depicting life in Panama and/or Puerto Rico. The classroom may be decorated with various displays relating to the unit).
3. Have Hawaiian pageant showing life past and present.

V. Suggested materials

A. Hawaii
1. Resource unit material available from Hawaii Visitors Bureau, 2051 Kalakaua Avenue, Honolulu.
2. "Matson's Fleet in Hawaii's Service," Historical; devoted to facts and figures about the freighter fleet and the Lurline. Available from Matson Navigation Company, P.O. Box 899, Honolulu 8; 215 Market Street, San Francisco, or any other Matson Office.
3. Pamphlets of Film
   Available from Pan American World Airways, Dillingham Transportation Building, Honolulu; or write to Superintendent, Visual Sales, Pan American World Airways, 135 East 42nd Street, New York 17, New York.
4. Pineapple Pictures and Materials.
   Available from Hawaiian Pineapple Company, 650 Isilei Road, Honolulu.

5. "Pocket Guide to Hawaii"
   "Your Hawaii"
   "Hawaiian for the Malihini"
   Available from United Air Lines, 173 South Queen Street, Honolulu.
6. "Highways to Hawaii" - 30 minutes, sound and color; scenic Hawaii. Produced by and available from United Air Lines; inquire at nearest company office.
7. "Treasure Island" - 30 minutes, sound and color; pictures taken on five scenic islands. Produced by Hawaiian Pineapple Company. Available from Modern Talking Pictures Service, 9 Rockerfeller, New York 20.
8. "Kopa's" and "Paradise Plus" - 30 minutes, sound and color; pictures taken on all islands. Produced by Hawaiian Sugar Planters' Association. Available from Hawaii Press Bureau, 1046 National Press Building, Washington, D.C.
9. "Hawaii Alohaland" - 27 minutes, sound and color; scenic Hawaii. Produced by and available from Standard Oil Company of California, Advertising Department, 200 Bush Street, San Francisco.
10. "Northwest to Hawaii" - 25 minutes, sound and color; pictures of all islands. Produced by and available from Northwest Airlines; inquire at nearest company office.
11. "Wings to Hawaii" - 25 minutes, color and sound; couple on a honeymoon tour of the Islands. Produced and available from Pan American World Airways; inquire at advertising department of nearest company office.
12. "The Fruit of Paradise" - 35 minutes, sound and color; pictures of Hawaiian pineapple and Island life. Produced by and available from the Haserot Company, 521 Woodland Avenue, Cleveland 15, Ohio.
13. "Letter of Hawaii" - 29 minutes, sound and color; cruise to Hawaii and Island scenes. Produced by and available from Matson Navigation Company; inquire at nearest company office.
14. "Men of the Sea" - 28 minutes, story of shipping to and from the Islands. Produced by and available from Matson Navigation Company; inquire at nearest company office.
15. "Growing Sugar Cane in Hawaii" - color; Hawaii's sugar story. Produced by and available from Hawaiian Sugar Planter's Association, P.O. Box 2450, Honolulu.

B. Alaska

1. Information can be obtained from:
   Alaska Chamber of Commerce, 125 So. Seward Street, Juneau, Alaska
   Fairbanks Chamber of Commerce, Northward Building, Fairbanks, Alaska
   Anchorage Chamber of Commerce, 3[illegible]4 G. Street, Anchorage, Alaska
   Alaska Visitors Association, Klein Building, Juneau, Alaska

2. A variety of publications may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D.C.
3. Reprint from World Book Encyclopedia as it appears in the latest edition on Alaska, World Book Encyclopedia, Field Enterprises Educational Corporation, 510 Merchandise Mart Plaza, Chicago Illinois.
4. An annotated list of children's books on Alaska by E. M. Brinemade can be purchased for $1.00 from Adler's Book Shop, Box 1599, Fairbanks, Alaska.
5. White Alice (Illus.) can be obtained from Western Electric Co., 195 Broadway, N.Y. Story of the building of Alaska's New Communications Network is free.
6. "Alaska and the Yukon" - 10 minutes, color, can be obtained from the Canadian Pacific Railroad, San Francisco, California.
7. "Klondike Holiday" - can be obtained from the Canadian Pacific Railroad, San Francisco, California.
8. "Alaska's Silver Millions" can be obtained from the American Can Company, Home Economics Section, 100 Park Avenue, New York 17, New York.
9. "Adventure in Alaska" - Beautiful scenic shots and unusually fine fishing and hunting scenes, can be obtained from Gulf Refining Company, National Bank Building, Toledo, Ohio, Attention: Advertising Dept.
10. Films available in district film library:
    "Eskimo Art and Crafts"
    "Eskimo Children"
    "Eskimo Life and Legends"

C. Puerto Rico
1. Free Film: "Vencinos" - available from the Commonwealth of Puerto Rico, Education Section, 21 W. 60th Street.
2. Much free material can be received from:
   Commonwealth of Puerto Rico, Migration Division
   Department of Labor, 322, W. 45th Street
   New York 36, N.Y.
   Examples: "Christmas Songs of Puerto Rico"
   "Identifying Names of Spanish-Speaking Persons"
   "Puerto Rico: Showcase of Development"
   "The Commonwealth of Puerto Rico"
   (all recent, good publications)
3. Information may be received from Panama Canal Company, Balboa Heights, Canal Zone, Panama (Administration Office). Also, Embassy of Panama, 2601 29th Street, N.W. Washington, D. C. 20036
   "Living and Working in Canal Zone" Advertising Dept. Hammermill Paper Company, Erie 6, Pennsylvania.
4. Free film - "Panama Canal" - General Electric Company, Audio-Visual Service Building 2, Schenectady 5, New York.

5. Films which can be rented from Colorado University:
"Panama" - problems of the upkeep of canal - operation of canal shown by animation, 16 minutes, b/w, McGraw-Hill film. Rental $3.25.
"Panama Canal" - History, significance of, 10 minutes, color, Coronet Productions Rental $3.25.

UNITED STATES CITIZEN:
HERITAGE, RIGHTS, RESPONSIBILITIES

UNITED STATES CITIZEN:

HERITAGE - RIGHTS - RESPONSIBILITIES

I. Overview

After having completed almost a nine-month study of the United States history and geography, it is appropriate to culminate with a unit which will enable the students to participate in activities which provide an opportunity for them to recapitulate the important concepts gained during the year and to develop an increased awareness of his rights and responsibilities in a democracy such as ours.

This unit will enable the student and the teacher to reflect on the contributions made by United States citizens of varying ethnic and racial origins and hence, to develop a greater understanding and appreciation of the ethnic and racial groups in America.

Flexibility will be of prime importance [illegible] this unit. Not all landmarks and monuments have been included in [illegible] content area. The teacher should feel free to add any that she feels [illegible] appropriate. America Is My Country by Brown and Guadagnolo is an excellent reference. Some teacher have included such buildings as the White House and its history in the unit on "The Making of Our Country." If so, then it might be necessary to review rapidly those areas discussed at an earlier time in the school year.

It would seem that this unit would lend itself very effectively to group work.

This unit is designed for a period of approximately two weeks.

II. Objectives

A. To develop an understanding of the basic principles underlying the American way of life and that every American has the responsibility to preserve, protect, and enjoy them.
B. To understand that freedom has limits, but as a result of the limits each person enjoys greater freedom
C. To understand that to be an effective citizen, one must be alert to dangers to the American way of life, both at home and abroad
D. To develop a sense of individual responsibility to strive to work with others as well as individually to improve our society
E. To develop increased loyalty and patriotism
F. To recognize that we are descendants of many nationalities

III. Content

A. Good citizenship

1. Realization that we can't have freedom and do nothing to preserve it.
2. Freedom has limits.
3. Informed citizen.
4. Intelligent voting.
5. Preparation for adult responsibilities.
   a. Participation in worthwhile organizations at school and in other parts of the community
   b. Urge parents to vote
   c. Keep current
   d. Respect law and order
   e. Accept your share of the responsibility of being a United States citizen
6. Knowledge of Communism and its threat to Democracy.
7. Ways to meet the Communist threat.
8. Review and analyze the poem by Adrian Michaelis - "I Am An American" (Chevron Broadcast).

B. American nationality
   1. No one national stock.
   2. "Melting Pot". (Israel Zangwill was an English immigrant of Jewish faith who wrote about Jewish life. In 1908 he wrote a play called "The Melting Pot." It concerned the immigrants in the United States. Although the play has almost been forgotten, the term has not. Melting pots were the mixing bowls of metal workers.)
   3. America is a land settled by immigrants from all over the world where many peoples join to make one mighty race. (excerpt from a play entitled "Thank You America"by Effa E. Preston).

C. Famous Citizens

Throughout the year many of these famous citizens have been presented. Those that were not included because of a time factor might be included at this time. Include citizens of different ethnic and racial origins. (For information on the Negro - Great Negroes Past and Present by Russell L. Adams, 1964.)

D. Patriotism
   1. "Man Without a Country" - Philip Nolan
   2. Unselfish service
   3. Loyalty and cooperation
   4. Familiarization with the meaning of symbols and monuments
   5. A realization that "America is more than her history, more than her laws. America is the spirit of a mighty people." (excerpt from "Thank You America")

E. America stands for
   1. Liberty - Bill of Rights
   2. Equality
   3. Government of, by, and for the people

F. Review, analyze, and summarize:
   1. Our land
      a. Geographic features
      b. Natural resources and their conservation
      c. Climate
      d. Products
   2. Building the nation
      a. From thirteen original colonies to fifty states
      b. Westward movements
      c. Weak to strong nation (world position)
      d. Improvements in farming and industry
      e. Improvements in transportation and communication
      f. Improvements in home comforts

G. Some problems which the United States citizens must work together to resolve
   1. Equal opportunity for all to develop their full potential
   2. Transportation - death rate on the highways
   3. Air pollution
   4. Water pollution
   5. Littering of parks, etc.
   6. Other

H. Symbols of democracy
   1. Flag
      a. History
         (1) No definite proof that Betsy Ross made our first flag
         (2) Colonial flags during Revolution
         (3) In 1818, law passed limiting number of stripes to 13
         (4) In 1818, same law stated that a star would be added for each new state admitted
         (5) On July 4, 1960, first fifty-star flag was flown
      b. Symbol of liberty the world over
      c. Meaning of the flag
         (1) Blue field or union and the fifty stars stand for the United States of America
         (2) Thirteen stripes (7 red, 6 white) alternating, stand for the 13 original colonies
         (3) Colors
            (a) Red - courage
            (b) Blue - loyalty
            (c) White - liberty
      d. Places flown
         (1) School buildings
         (2) Government buildings
         (3) American ships at sea
         (4) Ranger stations
         (5) Public libraries
         (6) Polling places
         (7) Homes, stores, business places - particularly on national holidays

- e. Respect
  - (1) Reveille and Retreat
  - (2) Stand at attention and salute
    - (a) Flag is raised or lowered or carried past
    - (b) Men and boys - remove hats and hold hand over their hearts
    - (c) Women and girls - hands over their hearts
    - (d) Salute - shows pride and love of United States
    - (e) Never allow to touch the ground
    - (f) Other flag etiquette
- f. Interesting facts
  - (1) Two flags fly day and night over the Capitol building in Washington, D.C. (only raised and lowered when new ones are needed)
  - (2) Flag over White House flies from sunrise to sunset - not raised if President is not there.
  - (3) Largest flag owned by J. L. Hudson, Detroit, Michigan - 90' by 230' - weighs 900 lbs. - stripes 7' wide, stars 5' across

2. Great Seal of the United States
   - a. Found on one-dollar bills
   - b. "Signature" of U.S. Government
   - c. Used on important documents
   - d. Story of the Seal
     - (1) Design submitted by William Barton and Charles Thomson in 1782
     - (2) Approved by Congress in 1789
     - (3) Obverse side
       - (a) Crest
       - (b) National Coat of Arms
       - (c) Shield
       - (d) Eagle
       - (e) Motto
       - (f) Olive Branch
     - (4) Reverse side
       - (a) Pyramid
       - (b) Eye
       - (c) Mottoes
3. National emblem - Bald Eagle
   - a. Benjamin Franklin wanted the wild turkey
   - b. At one time eagle was used on furniture, etc., as decoratior
   - c. Today not used in this way, but appears on stamps and money, and for government and military insignias
   - d. Laws protect the eagle
4. Liberty Bell
   - a. Located today in Independence Hall
   - b. Can no longer ring
   - c. Symbol of freedom
   - d. History
     - (1) 1751 - Celebration held by Philadelphia for fiftieth anniversary

            - (2) Bell was ordered from London with the inscription - "Proclaim Liberty throughout all the land unto all the inhabitants thereof." Leviticus XXV 10
            - (3) Bell cracked when tested
            - (4) Pass and Stowe melted the bell and recast it
                - (a) First bell had poor tonal quality
                - (b) Second tonal quality acceptable
            - (5) Did not ring when Declaration of Independence was adopted, but on July 8th instead
            - (6) 1835 - cracked when it tolled the death of Chief Justice John Marshall
            - (7) From 1885 to 1917, sent to world fairs, etc.
            - (8) Developed new crack 1917 and returned to Independence Hall
            - (9) June 6, 1944, D-Day - Struck with a rubber mallet to celebrate this day
        - e. Respect - When viewing the Bell in Independence Hall, men should remove their hats
    - 5. Statue of Liberty
        - a. History
            - (1) Gift from France
            - (2) Built to commemorate 100th anniversary of American Independence - 1876
            - (3) Sculptor - Bartholdi
            - (4) Americans furnished the pedestal
            - (5) Construction of the statue
                - (a) Models
                - (b) Statue proper
            - (6) Delay in securing funds for pedestal
            - (7) Dedicated October 28, 1886
        - b. Located on Liberty Island
        - c. Poem inscribed (Author - Emma Lazarus)

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me;
I lift my lamp beside the golden door."

        - d. Interesting facts
            - (1) Height from base to torch - 151 feet
            - (2) Length of hand - 16 feet
            - (3) Length of nose - 4 feet
            - (4) Right arm length - 42 feet
    - 6. National characters
        - a. Yankee Doodle
        - b. Brother Jonathan
        - c. Uncle Sam

- G. Landmarks and monuments
    - 1. Washington Monument
        - a. Memorial to Washington

- b. 555 feet in height
- c. Over top - tiny pyramid of solid aluminum 9 inches high
- d. 898 steps to the top
- e. Elevator - takes one up in 75 seconds
- f. History

2. Lincoln Memorial
    - a. Great stone figure of Lincoln - sculptor - Daniel French
    - b. Words engraved behind the statue -

      "In this Temple
      As in the hearts of the people
      For whom he saved the Union,
      The memory of Abraham Lincoln
      Is Enshrined Forever"
3. Jefferson Memorial
    - a. Honors third President
    - b. Dedicated in 1943 by Roosevelt
    - c. Statue of Jefferson
    - d. Inscription on the wall -

      I HAVE SWORN UPON THE ALTAR
      OF GOD ETERNAL HOSTILITY
      AGAINST EVERY FORM OF
      TYRANNY OVER THE MIND OF MAN
4. Arlington - Tomb of the Unknown Soldier
    - a. History
    - b. Interesting facts
        - (1) Marble for the Tomb came from Marble, Colorado
        - (2) Inscription -

          HERE RESTS IN HONORED GLORY
          AN AMERICAN SOLDIER
          KNOWN BUT TO GOD
5. Mount Vernon
6. Monticello
7. Plymouth Rock
8. Lexington and Concord Memorials
9. Independence Square - Philadelphia
10. Old Ironsides
11. Lincoln's Tomb - Springfield, Illinois
12. Mount Rushmore

H. Patriotic Selections, Poems, and Songs (perhaps those not studied earlier in the year)

1. "The Freedom Pledge"
2. "American's Creed" by William Tyler Page
3. "The Making of an American" by Jacob Riis
4. "What Is An American" by Harold Ickes
5. "Columbus" by Joaquim Miller
6. "Paul Revere's Ride" by Henry Wadsworth Longfellow
7. "The Concord Hymn" by Ralph Waldo Emerson
8. "Old Ironsides" by Oliver Wendell Holmes

9. "O Captain, My Captain" by Walt Whitman
10. "Your Flag and My Flag" by Wilbur D. Nesbit
11. "I Am an American" by Elian Lieberman
12. Songs
    a. "Yankee Doodle"
    b. "America"
    c. "The Marines Hymn"
    d. "The U.S. Air Force"
    e. "Anchors Aweigh"
    f. "Caissons Go Rolling Along"
    g. "Dixie"
    h. "Battle Hymn of the Republic"
    i. "America the Beautiful"
    j. "God Bless America"
13. "Assembly Line" by Helen D. Bell

I. Holidays (Perhaps those not studied earlier in the year)
1. Memorial Day, May 30
2. Flag Day, June 14
3. Citizenship Day, September 17
4. Labor Day - September
5. General Election Day
6. Others such as Arbor Day

IV. Activities
1. This particular unit will lend itself nicely to a program. If the students do the research on such items as the Liberty Bell and then present a program of poems, songs, reports or a play about our country, the development of patriotism and pride in one's country is sometimes easier. Parents are always amazed by the interesting facts which they had never known. It could be titled "This Is My Country."
2. Dramatize or do some role playing - the rights guaranteed by the Bill of Rights.
3. Have the students do reports or presentations as though the Liberty Bell or Statue of Liberty are telling their own history.
4. Make a postcard collection of landmarks.
5. Have the students make models of the monuments.
6. Make a time line showing the important steps in the development of American Democracy.
7. Have the students make a list of ways the class and school may help keep our freedom as well as a list of what is already being done.
8. Take pictures of examples of "freedom in action."
9. Visit areas of the city where conditions need to be improved - slum areas - burned forest areas, etc.
10. Make a chart showing contributions of famous Americans.
11. Conduct a survey to determine what people are talking about when they say everyone has certain rights and freedoms.
12. Set the class up with a council (such as a city council). Have some students as council members and the others as interested citizens who wish to have some problem solved.

13. Interview local government officials.
14. Make a mural of the symbols of liberty.
15. Visit a local court or a council meeting.
16. Read poems and sing songs about America.
17. Have students do oral presentations of a poem that particularly expresses their feeling for America.
18. Invite someone from the local government to talk to the class.
19. Dramatize Man Without a Country.
20. Plan a news broadcast - perhaps titled "Highlights about America."
21. Plan a bulletin board with questions - perhaps the main one being "What is Your AHQ?"
22. Work together on a list of suggestions for being a good citizen.
23. Back of the book America Is My Country has some excellent suggestion and questions.
24. Discuss the importance of preserving our resources - along with this the beautification of America.
25. Mobiles of the symbols can be made.
26. Make posters showing important citizenship concepts such as "Vote."
27. Set up a bulletin board with pictures of important people with the phrase "To Be Admired."
28. Set up a bulletin board with balloons etc., with the phrase "Which Balloons Can You Fly?"

29. Make a personality tree for a bulletin board.
30. Have each student write an essay on "What It Means to be An American
31. Do a choral reading of "I Am An American" by Adrian Michaelis.

"I AM AN AMERICAN" - by Adrian Michaelis (Chevron Broadcast)
(Based on any essay by Elizabeth Ellen Evans. Set to music by
Carmen Dragon)

I am an American . . . . listen to my words. Listen well, for my country is a strong country, and my message is a strong message.
I am an American . . . . and I speak for democracy and the dignity of the individual.
I am an American . . . . and my ancestors have given their blood for freedom.
On the green at Lexington and the snow at Valley Forge,
On the walls of Fort Sumter and the fields at Gettysburg,
On the waters of the Marne and in the shadows of the Argonne,
On the beachheads of Salerno and Normandy and the sands of Okinawa,
On the bare, bleak hills called Pork Chop and Old Baldy and Heartbre Ridge,
A million and more of my countrymen have died for freedom.
I am an American . . . . and my country is their eternal monument.

I am an American . . . . and my ancestors have bequeathed to me:
The laughter of a small boy as he watches a circus clown's antics.
The sweet, delicious coldness of the first bite of peppermint ice cream on the Fourth of July,
The little tenseness of a baseball crowd as the umpire calls "Batter up!",
The high school band's rendition of "The Stars and Stripes Forever" in the Memorial Day parade,

The clear, sharp ring of a school bell on a crisp fall morning.
These and many other things they fought for and left for me.
I am an American . . . . and the fruits of my thought and labor are
mine to enjoy.

I am an American . . . . and my happy land is a land of many realms and
mansions.
It is the land of Ohio corn and potatoes and pastures,
It is the realm of hundreds of acres of golden wheat stretching
across the flat miles of Kansas,
It is the land of precision assembly lines in Detroit,
It is the realm of milling cattle in the stockyards of Chicago,
It is the land of glowing skylines of Pittsburgh and Birmingham,
of San Francisco and New York.
And in my churches and homes are the mansions of heaven.
I am an American . . . . and the love of God has made me free.

I am an American . . . . and in my churches and homes everyone worships
God in his own way:
The young Jewish boy saying: "Hear, O Israel, the Lord is One,"
The Catholic girl praying: "Hail, Mary, full of grace, the Lord
is with thee,"
The Protestant boy singing: "A Mighty Fortress is our God" ---
Each one believing and praying as he must,
And all joining in the universal prayer: "Our Father, Who art in
Heaven,"
With the voice in the soul of every human being that cries out to
be free.
I am an American . . . . and I believe that America has answered that
voice.

I am an American . . . . and my country offers freedom and opportunity
such as no land before her has ever done:
Freedom to work, as a mechanic or farmer, as merchant or truck drive
Freedom to think, as chemist or lawyer, as doctor or priest,
Freedom to love, as child, as parent, sweetheart, husband, wife,
Freedom to speak, to pray, to read, to argue, to praise, to criticize
Freedom to eat and sleep, to work and play, without fear,
Freedom to live one or two-hundred-million different lives.
I am an American . . . . and my heritage is of the land and of the spiri
of the heart and of the soul!

I am an American . . . . and these are my words. Show me now a country
greater than my country, a people happier than my people.
I am an American . . . . I speak for democracy and the dignity of the
individual.

EVALUATION

EVALUATION

"Evaluation is the key to successful social studies teaching. Without it, the social studies is without a rudder, without a compass"

- J. D. McAulay

To evaluate is to make some determination of the cognitive and affective growth of the student in progressing toward established goals.

Testing and evaluation must be concerned with such behaviors as attitudes, values, and the student's propensity to behave overtly in a desired manner.

Achievement, competence, productivity, etc. (cognitive) are regarded as public matters, i.e. honors placement, recognition, lists, etc. In contrast, one's beliefs, attitudes, values, and personality characteristics (affective) are more likely to be regarded as private matters, i.e. individual growth.

If educators are concerned with such behavioral goals as attitudes, values, and overt behavior in the area of civic competence and responsibility, they must go beyond a mere cognitive assessment of a student's progress in the social studies curriculum.[1]

The Purposes of Appraisal

Grading has played such an important role in American education that the sole purpose of a test has often been viewed as that of providing a grade. Even worse, the concept of evaluation has been equated with the very limited concept of testing for the purpose of grading. Actually, the purposes of appraisal are many, and these several purposes may require somewhat different appraisal techniques.

The readiness of the students should be determined and the findings related to the expected background.

One important purpose of evaluation is to supply the student with some guidance in the learning process and some practice in ways of thinking. Observation alone is not sufficient. Guidance, both verbal and physical, is needed as well as sufficient practice under conditions that make it possible for the individual to correct his own mistakes or to have them pointed out by the teacher. At this stage of guidance and practice, insistence by the teacher that a grade must be assigned for each task completed may destroy the incentive to achieve mastery. The student simply may settle for meeting each obligation in order to get a satisfactory grade.

Another important purpose is that of self-evaluation. Each student must come to the point of accepting some responsibility for his own accomplishment, for making a personal judgment as to how well he has done, and for deciding whether he personally is satisfied with his achievement.

Another purpose of appraisal is that of providing a grade for the student. Two things are important and should be kept in mind:

1. There are some objectives, especially in the affective realm, which cannot and should not be graded. In many cases, these may be the most important outcomes.

2. That only those objectives which are used in determining the grade may then seem important to the student.

Overemphasis on the grade and the use of appraisal solely for grading will certainly insure the second point.[2]

Evaluating Social Studies Learnings

Evaluation concerns itself with judgments about quality, correctness, adequacy, or appropriateness. Thus, in order to make judgments, one must have in mind standards of expectations. Unless adequate performance can be defined specifically, one cannot judge how nearly students approach it. (What one teacher values and rewards may or may not be valued and rewarded by another.) (Thus the task of evaluating performances becomes a matter of individual teacher judgment and often lacks consistency from one grade to the next.)

Both the maintenance of good educational programs and the improvement of educational procedures require good evaluation. Good evaluation, in turn, can only be made in relation to the goals of instruction. Too often when teachers make tests they forget their goals and remember only the subject matter they used in trying to achieve those goals.[3]

Evaluating Intellectual and Social Skills, Habits and Attitudes

A Sample Checklist:

Skill in interpreting and synthesizing learning through oral or written reports, murals, maps, dramatic play, notebooks;

Skill in working effectively on committees charged with specific responsibilities, such as looking for information, making time lines, preparing scrapbooks;

Skill in acquiring and interpreting concepts from textbooks, supplementary reading material and other sources;

Skill in contributing to the solution of problems raised in discussion;

Constructiveness in assisting in the planning and executing of activities;

Initiative in looking up pertinent information, books, pictures, and so forth and bringing them before the class;

Attentiveness and courtesy in listening to teacher, classmates, guides on trips;

Habit of sticking to the subject and of raising only pertinent comments and questions about the topic under discussion without being diverted by irrelevancies;

Restraint in discussions (absence of interrupting and monopolizing tendencies);

Attitude of open-mindedness when presented with new facts or ideas coupled with desire to check facts and compare sources;

Willingness to give an attentive and courteous hearing to those who may disagree.

Record of Observations

The key to evaluating the aims in the foregoing lists is observation. Most students reveal a great deal about their interests and quality of their learning and their skill in working with others during social studies activities. This is accomplished by taking note of really significant behavior and recording it. One popular medium for such records is a stack of 5 x 8 index cards, one for each student, with his name written at the top. At the end of each day the teacher glances over the checklist and then runs through the stack of cards. Notes are entered on the cards of children who achieved (or failed to achieve) in some significant way. The teacher will probably write on only a very few cards each day. This method of recording social studies performances is a tremendous help when preparing for parent conferences, report cards, cumulative records, or when reviewing progress with the pupil.

Teacher - Made Tests

Most teachers find it helpful to construct and administer tests. Objective tests are useful in checking the pupil's grasp of facts, understandings, and skills.

Essay tests are most appropriate for testing the pupil's insight, imagination, discernment. Their scoring involves a large amount of subjectivity, but the pupil's answers are important evidence of his ability to draw conclusions from facts and to organize his thoughts.

Both objective and essay tests should be corrected and returned to the pupils for their inspection and for purposes of discussion.

Teachers often feel, mistakenly, that some of their pupils are gaining little from their social studies, and their daily performances and their test scores seem to bear out this impression. The chances are that if the teacher has been reasonably dynamic and systematic the results will become noticeable at a latter period in the child's life.[4]

Daily Evaluation

Verbal evaluation can be accomplished as a quick account of what was accomplished during the daily period, or how two periods tie together to achieve a particular concept.

Written evaluation can follow a field trip. The teacher might ask the students to list three ways in which the factory helps the community. A similar evaluation can be used following the visit of a resource person. Thus the teacher might secure an immediate evaluation of attitude development.

A good social studies unit test should determine how successfully the objectives of the unit have been achieved.

There should be variety in the types of questions used. Three types are suggested; completion, essay, and simple recall.

Too often unit tests for the social studies emphasize facts and memorized knowledge. Too often the test does not evaluate the child's awareness of the social problems he has attempted to solve during the unit, nor does it weigh the attitudes and appreciations, the social behavior he has acquired during the progress of the unit. Often the essay question can partially determine if the child can think through a social problem.

Incidental Evaluation

The teacher should be evaluating, continually, the process and progress of the social studies unit. Some of the items needing continual evaluation might be cooperation, work habits, work projects, etc. One way of evaluating these objectives would be place the objective to be evaluated on a sheet of paper, headed with the names of the pupils in the group. Brief notations of strengths and weaknesses are noted. Several days later, the teacher refers to the sheet and again makes notations. A comparison of notations should indicate any growth, or lack of growth. This same procedure can be applied to record the growth of individual pupils.[5]

Social studies education concerns itself with three different types of learnings -- the development of understandings (facets, concepts, generalizations, principles), the development of attitudes (feelings toward others, accepting responsibility, love of country and fellowman), and the development of skills (reading a map, thinking critically, solving problems, using references).

Procedures which are appropriate for evaluating one area of development is not necessarily suitable for evaluating another. As a result many different types of evaluative procedures and devices will have to be utilized. It means, too, that evaluation of social studies learnings needs to be done not only during the social studies period but informally at many times when the teacher is able to observe samples of pupil behavior.

Informal and Formal Evaluation

At the primary level, evaluation must rely more heavily upon informal procedures than upon formal ones.

Informal evaluative procedures include discussion, observation, conferences with pupils, checklists, examination of work samples, experience summaries, short teacher-made tests and similar practices.

The teacher who employs informal evaluative procedures must be careful to systematize his observations. Record keeping is essential. Documentary evidence should be available when the teacher is attempting to evaluate pupil progress in social studies learnings through the use of informal procedures.

Informal evaluation is of equal importance to upper elementary and secondary pupils, but more formal evaluation is also possible.

Formal evaluative procedures consist of comprehensive teacher-made tests, commercially prepared tests such as those provided in teacher's manuals, and standardized tests. When teachers construct their own written tests, they should do so with the objectives of the unit before them. Test items should be designed which require the pupils to exercise thought, apply his factual knowledge, and demonstrate understanding of basic ideas and concepts.[6]

Evaluation is an integral, ongoing part of the teacher-learning process. It helps the pupil know how much progress he is making and what he can do to improve his performance. Evaluation helps the teacher to judge the effectiveness of his strategies, and reveals the strengths and weaknesses of his social studies program.

Main Principles

1. Evaluation should indicate pupil growth in terms of thinking, understandings, attitudes, and skills.

2. Evaluation is closely related to the specific goals of the pupils and the teacher.

3. Evaluation should be continuous.

4. Several strategies should be used in evaluating pupil growth.
    a. Observation
    b. Testing
    c. Conferences with pupils and parents
    d. Representative samples of pupils' work
5. The results of evaluation should be recorded.
6. Pupils should be encouraged to evaluate their own progress.
    a. Group evaluation
    b. Individual evaluation
    c. Teacher-pupil evaluation
7. The classroom atmosphere affects evaluation.

Thinking Evaluation

The seven kinds of thinking are based on a system of classifying thinking skills developed by Benjamin S. Bloom and described in his book Taxonomy of Educational Objectives - Handbook I: Cognitive Domain. These are:

1. Remembering (recalling and recognizing)
2. Translation (changing the form)
3. Interpretation (discovering relationships)
4. Application (using knowledge)
5. Analysis (taking apart)
6. Synthesis (putting together)
7. Evaluation (judging)

Many kinds of questions and projects can be devised to measure a pupil's thinking ability. It is important to remember that each pupil, regardless of his ability, should have opportunities to develop all the thought processes. Needs of individual pupils can be met by devising different questions at each level.

Evaluating Understandings

1. Asking questions phrased in such a way as to determine how well pupils can use facts, concepts, and generalizations, and apply their knowledge to new situations.

2. Problem-solving experiences provide an excellent opportunity for evaluation of understanding of main concepts and generalizations.

3. Discussions can be observed and evaluated:
    a. when you keep the teachers' and pupils' goals clearly in mind
    b. when only a limited number of pupils are involved
    c. when immediate and accurate records are made

Evaluating Attitudes

Observation is perhaps the best way of evaluating pupils' attitudes. Students often reveal a great deal about themselves through their reactions to impromptu situations or in dramatizations and other group activities.

Attitudes can also be evaluated through questioning. A wide variety of questioning techniques may be used including the following:

a. Present statements that express opinions, beliefs, or feelings. Then ask the pupils to express their points of view or attitudes regarding these statements. Pupils should be encouraged to state reasons for their responses.

b. Present pupils with the description of a situation in which various attitudes are revealed, and ask pupils to give their reactions.

c. Present pupils with unfinished statements such as "As a result of studying the problems of cities, I have changed my ideas about --".

Evaluating Skills

Involve the pupil in a situation that requires him to use a skill, and then judge his performance. When evaluating pupils' skills whether by testing or observation, the findings should be recorded. In addition, a collection of representative work samples can show how much progress a pupil has made over a period of time.

Testing

To be valuable as a learning tool, a test should be discussed soon after pupils have taken it. A discussion can help each pupil to recognize his progress or to realize his need to improve. It can motivate him to find out why some of his answers were wrong.

Test results may also indicate ways in which the teacher can improve his social studies program. For example, a large number of incorrect answers for one question may indicate that teaching strategies were ineffective, or too little time was devoted to a topic.[7]

Guidelines to Effective Evaluation

1. Evaluation should be based on a cooperatively developed point of view.
2. Evaluation is an integral part of instruction.
3. Evaluation is a continuing process.

4. Evaluation is a cooperative process.
5. Evaluation is made in terms of the purposes of the program.
6. Evaluation is made in a variety of situations.
7. Use is made of a variety of devices and procedures.
8. Self-evaluation by children is essential.
9. Evaluative data are organized to facilitate interpretation.
10. Interpretation of evaluation is made in terms of each child's development.
11. Evaluative data are put to use.

Decide on the evidence needed, then select and use those devices that will secure it. Some suggested categories are listed below -- others may be added to each category.

Critical Thinking. Tests, observation, group discussion, checklists, charts.

Attitudes. Questionnaires, checklists, scale of beliefs, observation, anecdotal records, recordings, discussion, individual interviews.

Interests. Observation, diaries and logs, interest inventories and checklists, questionnaires, records of activities and use of leisure time.

Concepts and Generalizations. Observation of use, group discussion, tests, samples of written work.

Functional Information. Tests, charts, discussion, observation, samples of work.

Group Processes. Observation, group discussion, charts, checklists, sociograms.

Types of devices commonly used to promote self-evaluation by children include the following:

1. Group discussions and interviews;
2. Samples of the child's work gathered through the term;
3. Work standards cooperatively developed by the group and placed on charts;
4. Checklists made by the individual or group;
5. Scrapbooks made by each child;
6. Diaries or logs containing examples of ways in which the child has been cooperative, shown concern for others, and so forth;
7. Recordings of discussion, reporting, singing, and so forth;
8. Graphs kept by each child.

In so far as possible, evaluative instruments selected for use in the social studies should meet the following criteria:

Validity. Measure what they purport to measure.

Reliability. Measure consistently and accurately.

Objectivity. Give similar results even though used by different persons.

Practicality. Easy to administer and do not require the expenditure of unreasonable amounts of time and money.

Relatedness. Related to the social studies program (sometimes referred to as curricular validity).

Usefulness. Contribute evidence which can be put to use.

Appropriateness. Related to the level of development of the group with which they will be used and fit into the over-all program of evaluation.

Descriptiveness. Give evidence that describes the behavior of children.[8]

Teacher Self-Appraisal in the Social Studies

1. Is the classroom climate or atmosphere one that enhances and fosters the growth of skills and abilities in human relationships? (As evidenced by sincere friendliness, mutual helpfulness, and good will among pupils and between pupils and teacher; absence of hostility, rude remarks, and ill feelings; presence of a "we" feeling among pupils, pride in the classroom and the work of the class; good class spirit; absence of strong in-groups or cliques; absence of nervousness, emotional upsets or outbursts, impulsive behavior as a result of tension, pressure or insecurity.)

2. Is there a good balance among outcomes dealing with the development of knowledge and understandings, attitudes, and skills? (Is the major instructional effort directed toward fact-gathering or is there concern for developing meanings that underlie facts? Does the program emphasize subject matter and the social development of children or does it emphasize one at the expense of the other? What ways are used to develop children's attitudes? Are skills taught in a systematic and functional way? Are children applying what they are learning to their everyday lives? What evidence is there that the teacher evaluates not only subject-matter outcomes, but attitudes and skills as well?)

3. What provisions are made to accomodate the wide range of individual differences known to exist in unselected grade groups? (Is there variety in reading materials, in classroom activities, in quality and quantity of required work, in the level of difficulty of ideas, and in the supervision of the children's work? Are differences accepted by the teacher? Does each child make some contribution to the work of the class? Is every child given some recognition for work well done? Are standards of acceptability or excellence of work determined on an individual basis or must all pupils measure up to a single standard? How does the program help meet the particular needs of the pupils in the class?)

4. Is the social studies program designed in such a way as to relate to the out-of-school lives of children? (Are children encouraged to talk about their interests, problems, and concerns? Does the teacher make use of community resources and local resource persons? Is the teacher considering growth and development characteristics of children in planning social studies experiences? Does the teacher draw on the experiences of children in planning and teaching the social studies? In what ways does the social studies program make a difference in the lives of the children?)

5. What evidence is there that the children are growing in their ability to use democratic processes and procedures? (Are opportunities provided for children to develop self-control, self-evaluation, cooperative planning abilities? Do children share in planning and some specifics of the unit? Do children go about their work in responsible ways? Does the class become disorderly and boisterous when the teacher

is not supervising it closely? What specific instances can be cited to show that children are developing concern for others, respect for property, attitudes of acceptance, respect for American ideals, self-direction?)

6. Is the instructional program conceptually oriented with a focus on basic organizing ideas? (Does the unit deal with a broad topic with concepts relating to several of the social sciences, or is it a single subject-matter unit, such as history or geography? Are children able to participate in unit activities both intellectually and physically? Is a wide variety of instructional resources drawn on or is there heavy dependence on a single textbook? Are children given opportunities for planning and evaluating each day? Are there many opportunities for discussing and sharing ideas and information? Are activities and tasks problem-oriented? Do children know what the problems are? Does the teacher employ appropriate inquiry procedures?)

7. Are studies conducted in sufficient depth to allow pupils to gain a reasonable degree of understanding of the topics studied? Do pupils have time to reflect on topics studied and come to some conclusions themselves? To what extent does the program deal only with descriptive information? Does the teacher feel compelled to "cover" the book or does he develop selected units thoroughly?)

8. What changes in pupil behavior indicate that the goals and purposes of the program are being achieved? (Are a wide variety of techniques and devices used to evaluate pupil growth in social studies? Does pupil behavior in and out of the classroom indicate growth in human relations skills and abilities? In what way?)[9]

Evaluation in the Social Studies

"How do I know whether I have taught anybody anthing?" That is a question any teacher worthy of that title asks himself frequently.

Evaluation is a very broad term and not to be confused with measurement, which is a more limited word restricted to the more definitive process by which we obtain relatively objective data, usually through standardized tests.

Since factual knowledge is the easiest to evaluate, many teachers limit their evaluation to this phase of social studies teaching. An affective program of evaluation should include a wide range of devices, from observation to test items on skills, from role-playing to conferences with students and parents, and from diaries and personal inventories to standardized tests. Only by such a comprehensive program can the wide range of goals be probed.

Teachers should not be discouraged because of the problems involved in evaluation. It is the most difficult aspect of social studies teaching.[10]

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